

LIVING AND LEARNING IN A RURAL SCHOOL

BY

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RURAL EDUCATION SERIES

FRANK W. CYR, *Editor*

LIVING AND LEARNING
IN A RURAL SCHOOL

EDITOR'S PREFACE

Living and Learning in a Rural School brings a refreshing point of view to the field of professional literature for teachers. It begins with the first day of school, a new teacher, and a little girl who was pushed into a mud puddle. It then takes the reader through the daily life of the school as the teacher, Miss Lee, learns to know her pupils and their individual needs, comes to understand the community in which she teaches, and strives to find better ways to help the children live and learn together. The easy, conversational style makes the book interesting. Though it suggests the aroma of chalk dust and wet overshoes, the book is not about chalk dust and wet overshoes or about other paraphernalia found in the school. It is about boys and girls working, playing, and learning together with their teacher. It shows them acquiring habits and attitudes of thinking and doing which make them good citizens now and prepare them for the duties, responsibilities, and privileges of adults later on. But, most of all, the book is about Miss Lee as she faces the daily problems of a conscientious teacher. Miss Lee gradually finds ways in which her pupils can learn the lessons of living, and finally, with the help of her county superintendent, discussions with other teachers, and the summer workshop for teachers at the teachers' college, she is able to organize a program in which the school and pupils grow together.

Teachers who daily face a room full of lively, restless young-

sters will feel a kinship to Miss Lee. They will find both help and comfort in her struggles with the problems of a teacher who wants to be of the greatest service to her charges and who seeks practical ways of guiding them as they learn. This account of Miss Lee's experiences will help school-board members, who will find in actual practice the kind of learning they want in their own school, and they will see more clearly how they can help their teacher carry on such learning. County superintendents and county supervisors will find in this book an example of how individual schools with a little of the right kind of help and encouragement can grow and develop. Teachers' colleges and normal schools will get ideas for helping groups of teachers in service who bring in their problems and, with the guidance and resources of the college, develop a curriculum that will serve the needs of rural boys and girls. The book will be useful to the many elementary school teachers who live and work in the open country and in the towns of rural America. It will help most of all the more than one hundred thousand teachers in the one- and two-room schools who live and work with the four million boys and girls on whom will depend, in a large measure, the future of our small communities and of our nation.

This book grew out of the wide experience and training of the author, who has both attended and taught in one-teacher schools, normal schools, teachers colleges, and graduate colleges of education. She has worked intimately with country teachers and their problems in at least four different regions of the United States, and the problems Miss Lee faced came from the actual experiences of rural teachers. To this are added the author's daily work with country schools as a county supervisor and her vision of what the country school should and can be when teachers, pupils, and community work and learn together.

New ways of living require new schools. Those who believe that the future of civilization depends upon intelligent citizens who have learned to solve their own problems and those who believe that in the years ahead we can have a finer kind of life than the small community has yet seen if we can learn how to meet the great changes taking place in rural America, will find in *Living and Learning in a Rural School* both inspiration and practical help.

FRANK W. CYR

AUTHOR'S PREFACE

PROBABLY fifty people have exclaimed, when told the subject of this book, "But there aren't any one-teacher schools left, are there?" There are, in fact, about 120,000 one-teacher schools in the United States, almost 9,000 in one state and more than 2,000 in each of twenty-three other states. In these states the courses of study in use are largely of the subject-matter-set-out-to-be-learned type, with minimums to be covered by each grade. Little recognition is given to the distinctive organization of the one-teacher school, which makes such coverage well-nigh impossible; and the rural teacher—the least adequately trained, experienced, and supervised teacher in our schools—is left to make what adjustment she can to this ill-fitting guide for her instructional program.

The story of Riverside School told in this book is an account of one teacher's efforts to reconcile her growing understanding of the needs, experiences, interests, and capacities of her children with the cramping routine imposed by such a course of study. Riverside School is no one school; Miss Lee is no one teacher. They are composites representing a struggle which intelligent, conscientious teachers in rural schools are making in every part of our country. Some helps have been offered them by alternation plans, by the combining of grades and of subjects in various ways, and by wise, sympathetic supervision. But none of these helps are widely available, and the problem

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remains one of the most common, yet unnoticed, difficulties in our educational system.

I have suggested, in the reorganization of Riverside School, the use of a three-group organization with a corresponding three-cycle rotation of integrated content, such as that developed by Dr. Fannie W. Dunn, Dr. Effie Bathurst, and Miss Marcia Everett in experimental schools in New Jersey and Connecticut. I have interpreted this plan in terms of a typical one-teacher school in an agricultural community and have indicated how it might be adapted to the specific resources and needs of that school. I have tried by a simple narrative account to show rural teachers that the transition from their traditional procedures to a more flexible type of program can take place naturally and with little disruption. It is my hope that this book may encourage rural teachers and superintendents to attack this prevalent, but not insuperable, problem in their own schools.

I wish to express my appreciation to Dr. Fannie W. Dunn and Dr. Effie Bathurst for permission to use their curriculum materials, and to the many teachers whose concern for their children's welfare and persistent efforts to serve it, in the face of disheartening obstacles, have encouraged me to prepare this book.

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LIVING AND LEARNING IN A RURAL SCHOOL

CHARACTERS

First Graders:

Frank Anderson
Norma Carlson
Helen Foster
Donny Johanson

Fifth Graders:

Ellen Anderson
Jim Bergen
June Eddy

Second Grader:

Edith Foster

Sixth Graders:

Ernest Carlson
Vera Foster
Ruby Helsel

Third Graders:

Arthur Carlson
Rose Deutsch
Christine Gunderson
Elmer Helsel

Seventh Graders:

Alfred Bergen
Louis Bergen
Alice Eddy
John Foster

Fourth Graders:

Elsie Bergen
Rudolph Deutsch
Freddie Iverson

Eighth Graders:

Alvin Anderson
Anna Carlson
Tom Karp

Children in each family:

Anderson	3	Eddy	2	Iverson	1
Bergen	4	Foster	4	Johanson	1
Carlson	4	Gunderson	1	Karp	1
Deutsch	2	Helsel	2	Total	25

Teacher: Miss Gertrude Lee.

School Board: Mr. Anderson, Mr. Leidel, Mr. Sandin.

County Superintendent: Mr. Gray.

Workshop Leader: Miss Hazel Elden.

DAILY PROGRAM FOR RIVERSIDE SCHOOL

<i>Time</i>	<i>Subject</i>	<i>Grade</i>	<i>Time</i>	<i>Subject</i>	<i>Grade</i>
9:00	Opening Exercises and Music	All	12:50	Reading	I
9:10	Reading	I	1:00	Reading	II
9:20	Reading	II	1:10	Reading	III
9:30	Reading	III	1:20	Geography	IV
9:40	History	IV	1:30	Geography	V
9:50	History	V	1:40	Geography	VI
10:00	History	VI	1:50	Geography	VII
10:10	History	VII	2:00	Science	VIII
10:20	History	VIII	2:10	Penmanship and Spelling	All I
10:30	Recess		2:30	Recess	
10:45	General period	I-II	2:45	Language	I-II
10:55	Arithmetic	III-IV	2:55	Language	III
11:05	Arithmetic	V	3:05	English (M, W)	IV
11:15	Arithmetic	VI		Reading (T, Th)	
11:25	Arithmetic	VII	3:15	Same	V
11:35	Arithmetic	VIII	3:25	Same	VI
11:50	Noon period		3:35	Same	VII
			3:45	Same	VIII
			4:00	Dismissal	

Friday afternoon: 2:45-3:55—Art, handwork, or literature.

1 • STUDYING THE CHILDREN

"Miss LEE, Freddie pushed me down and got mud on my good dress!"

"Oh, Christine! This is the third time today that you've come in to tell me things the other children have done. Why do you do that?"

Christine's tight little lips whisper, "I don't know," her face quivers, and her eyes fill with tears.

"Well, don't cry. Run out and play, and tell Freddie to come in."

"Freddie, you're a big boy and Christine is a little girl. You know it isn't right to push her. Why do you do that?"

His shabby toe kicks at a crack in the floor, and his face flushes. "Aw, I dunno," he mumbles.

"You'd better take your coat off and stay in now. This afternoon, play with the other boys. You'll try not to have any more trouble, won't you?"

The afternoon classes go by one by one. You talk and write and listen, but in the back of your mind those two "whys" keep tapping. Christine is quiet and busy, writing her spelling words over and over in neat columns, studying her reading lesson painstakingly—the picture of a good little girl. Why does she tattle on the other children? She rarely smiles, and, come to think of it, you've never heard her laugh aloud. *Why?* Freddie, too, is quiet, but he works only in spurts, and gazes

out the window or absently watches the other classes between times. He gets the first few spelling words right, and all the rest wrong. He doesn't seem to know any of his geography lesson—yet he's been doing good work in arithmetic, except for the story-problems. He is no trouble in school, but so boisterous on the playground. *Why?*

At the end of the day, as you put assignments on the boards and straighten the room, you think of those two children. They aren't really problem cases, but you want to help them learn to get along with others and to get the most out of school. They couldn't answer your whys—perhaps you can. How much do you really *know* about them? You write "Christine" at the top of a page in your notebook, and make a list of the things you have observed about her:

Works hard, never whispers, pays close attention in class.
Reads very well aloud, often volunteers to read.
Has 100 in spelling almost every day.
Gets 100 on her arithmetic papers, but sometimes does not seem to understand the problems.
Is worried when she fails to get 100.
Talks in class when called upon, rarely volunteers to talk, never tells incidents which happen out of school.
Writes carefully and neatly but very slowly.
Likes to tidy bookcases and tables, and looks after the first graders at lunch time.
Brought flowers one day and smiled happily when I thanked her.
Stays in and reads at noon and recess or copies pictures from her books, often has to be told to go outdoors.
Stands around watching on the playground, plays when I start a game.

What more can you add to your list, from last year's records? Not much to help you, but you write it down:

Age: 7 years, 6 months, at present—the youngest in third grade.

Perfect attendance last year for every month but one.

Had A's in almost every subject for the year's average—the best record in her grade.

Health record: very good.

You try to analyze your notes for an explanation of Christine's habit of tattling:

On the positive side you have: She is healthy; she has good habits of work; she likes to succeed in school; she likes order and regularity; she is helpful.

On the negative side you have: She is less mature, physically, than others in her grade; she doesn't seem to know how to get along with other children; she is timid about volunteering in any informal activity; she does not seem to be a very happy child.

Does she tell on others because they do not do as she thinks they should, because she has higher standards than theirs? Does she do it because she feels she is an outsider? Perhaps both explanations are right. You will watch her some more, especially on the playground, and keep notes on what you see. What is she like at home? She doesn't live far way. Why not walk over there after supper?

The neat house and farmyard remind you of Christine's clean starched dresses and firmly tied braids. She is picking seed pods off the flower stalks beside the porch, and runs to the gate with a little shout of delight, "Oh, Miss Lee, come in and visit us a little while!" Her mother comes out of the kitchen with a sleepy baby in her arms and a four-year-old peeping from behind her. Christine capably takes them in charge, and you sit down in the little living room where the sharp white lights illuminate the bare walls and spotless corners. "How nice to have electric lights!"

"Yes, we put them in this summer. They help so much in

the yard and barn, too. Next year we hope we can put in running water. It is hard to carry it for the washing and cleaning. Is Christine good in school? She is good to help at home. There is so much to do, with the little ones. I have to help the mister with the milking. It costs so much to hire a man. No, I don't get to school very often. We don't go much, except to church. No, there isn't any Sunday School; the children go to church with us. Here comes the mister."

He is a big man, older than his wife, with a stern face. "Does Christine do her work in school? Yes, she does get good report cards. Just let us know if she plays in school. Yes, it's good weather for threshing; good crop this year, too. Another year like this and we can buy that next forty and have a bigger herd. Can milk later now, with the new lights. Yes, it's good to have them in the house, too, but we get to bed pretty early."

Walking home in the autumn starlight, you remember: "Just let us know if she plays in school." That's it! Christine *needs* more play, more just being a child and romping and laughing. She needs to learn to play games and to enjoy other children, to be one of them.

But Freddie plays—that seems to be all that he really cares about. Does he have to work too hard at home, too? You need to know more about him. Tomorrow you will make a sheet for him in your notebook and try to find out what he needs.

The air is chilly this morning so you start a fire in the big jacketed stove. Some of the children come in and gather around it, while you work at your desk. How they chatter! You catch phrases about the threshing, about going to the fair, about the flocks of ducks gathering in the sloughs. They seem to have plenty to talk about, now. Why are they so tongue-tied in class?

Donny comes in with a little wooden train. "My daddy bought it in Chicago when he went down with a carload of

hogs," he tells you proudly. The other first graders cluster around, and soon they are playing train up and down the aisles. Their voices are never still, and you hear "cattle car, stockyards, Madison, Chicago," but little of the "choo-choo" and "ding-dong" with which children usually play train. How much have they seen of real trains, you wonder?

Christine slips in with a bundle wrapped in newspapers. "My mother sent this to you. My father brought me in the car so it wouldn't get broken."

The other children come to watch as you take off the layers of paper and reveal a dainty begonia with waxy pink blossoms. "Oh, Christine, it's lovely! Tell your mother we are so glad to have it. Where shall we keep it, children?"

"My mother keeps her plants in a south window. No, they shouldn't have too much sunshine when they're in bloom. Begonias ought to be watered every day. Can I water it, Miss Lee? Oh, let me!"

They are chattering to *you*, now. Perhaps all they need is something familiar to talk about.

At opening exercises, instead of continuing the story you have been reading mornings, you and the children decide together to keep the begonia on your desk in the morning, "where we can all see it," and to put it on the window sill to catch the afternoon sunshine. Elsie is elected to water it this week. Almost without your guidance a discussion of house plants springs up and you learn that many of the children have a fertile store of knowledge to contribute, from their home experiences with plant culture.

Donny wants to tell about his father's trip, and the fifth graders offer to trace his route on the map. "How many have ever taken a trip on the train?" you ask. Only Tom, in eighth grade, who "went to the State Fair when Pa took his Holsteins," and June and Alice, who "went to Rockford to visit

our aunt," have ever been on a train. Some of the younger children seem to know trains only from pictures. Many have taken short automobile trips, but most of them have never been far beyond the neighboring towns. Books about cities and far-off places can't mean much to them, you realize. How can geography be made real to them?

The children get out their work with a little lingering buzz of talk, and you take a moment to jot down a few reminders of your morning's observations. During the hurrying succession of classes your attention is absorbed in the work at hand, but you remember to glance at Freddie now and then. As usual he dawdles over his reading but works more intently on his arithmetic. At class time he has a good paper. He only grins shyly when you speak of it, but he enters into the class work more actively than usual. He seems to try harder to study his history, too, but his recitation shows little comprehension of what he has read.

As the children are going out to recess, Christine brings you a delicately drawn picture of the begonia. "Why, Christine, I didn't know you could draw so well!" The others crowd around with exclamations of pleasure and admiration, and you notice Christine's face. It is like an opening flower. Approval from other children—that is what she has been thirsty for! She has so much to give, if you can only bring it out.

When you go out, Freddie is playing happily with the older boys who have brought a bat and ball. Christine clings to your hand instead of standing apart watching, but she stays on in the game you start with the little children, even after you leave the circle. The older girls huddle on the steps giggling and whispering. At your invitation they reluctantly join in a relay race with the middle grades. How can you help these children to play more freely and to initiate games for themselves? They seem so eager to get to school in the morning:

they are on the playground long before school opens. Yet they play so aimlessly unless you suggest the games.

In a few days you collect your notes about Freddie. You have a few items from last year's register:

Age: 10 years, 3 months—oldest in fourth grade.

Poor marks in everything but arithmetic last year.

Passed on condition, because he had spent two years in third grade.

Attendance very irregular.

Health: good; nurse's examination record shows adenoids and need of dental attention.

Your observations at school have provided additional items:

Works spasmodically; concentrates only on arithmetic.

Both oral and silent reading poor.

Cannot read geography and history textbooks.

Never volunteers to talk in class.

Restless in school, but does not bother others.

Large for his age, but has good muscular control.

Clothing dirty and ragged; face, hands, and hair untidy.

Teases girls, is rough and noisy on playground.

Shows some response to praise.

From your conversation as you walked home with him one night, and from your visit there, you add:

Talked more freely when alone with me.

Seems to be interested in birds, can imitate calls.

Spends most of his free time with the carpenter who is building a new house near by.

His home is very poor, father has only occasional work.

Family lives in disorderly, haphazard way.

No garden, cows, or chickens.

Freddie is the youngest child; older brothers left school early, have no jobs.

Parents' attitude is indulgent; they show no concern over his poor school work.

He seems to have so many needs as you read over your notes. He needs help with reading, surely, but before you can do much with that, he must *want* to improve. He has no such encouragement from home as Christine has—you will have to find some means of helping him feel enough success in his work to urge him on. Perhaps you can build from his success in arithmetic, or from his interest in birds or in building and carpentry. Where can you find easy reading material about these subjects?

He needs to care more about his appearance. There, too, he gets little help at home, and you will need to find ways of helping him in school. But you must be careful not to embarrass him before the older boys. Could you make him feel more self-respect by finding some responsibility in the schoolroom which he could take well? You haven't yet found an explanation for his roughness on the playground—it hasn't been so noticeable since he has been playing with the big boys. Perhaps if you could help him in these other ways, and he could feel less a failure in school, it might disappear.

While you have been studying Freddie and Christine, you have been getting better acquainted with the others, too. You have tried to save the last few minutes before school each morning to talk with them as they come in. Today Anna, the eighth grade girl, stopped to tell you about their new baby and to explain why she has been missing so much school. She likes to take care of babies (you reflect that she has had ample experience, with Ernest, Arthur, and Norma, and another sister at home) and hopes she can be a nurse some day, though she doesn't see how she can get through high school, she's "so dumb!" She isn't "dumb," but she is absent a great deal and

often seems listless and uninterested in school. She's probably tired, with so much responsibility at home!

Ellen brought a note from her mother inviting you to go to church with the family and have dinner with them on Sunday. You are glad to go; Ellen and Alvin and little Frank in first grade are such nice children. You would like to see their home. Mr. Anderson is chairman of the school board, and you liked his quiet, direct manner when you met him before school began. Alvin seems like him, never conspicuous among the children, but dependable and earnest. You are fortunate to have two such fine boys as Alvin and Tom in eighth grade. Their quiet leadership has a good influence on all the boys.

You asked Tom to tell about his trip to the State Fair in opening exercises some morning. At first he shuffled his feet and mumbled that he didn't like to talk. But when you suggested some of the things you'd like to hear about, his face brightened, and he finally agreed. "All right, next week; I'll bring my kodak pictures."

Even big John in seventh grade, who is taller than you, stopped this morning. "Sorry to be absent yesterday, but we threshed and Pa needed me to handle the blower." To handle the blower—that's a man's job. It is no wonder he told the boys at lunch the other day that he is just waiting till he is sixteen, "so he can quit school and get a job." Of course he works halfheartedly in the classes with Alice and the Bergen boys! They must seem very childish to him. Yet he is always pleasant to them and to the little children, and is thoughtful about bringing in water and helping you. How can you make him realize the value of school and help him to prepare for some other job than unskilled labor? You haven't even a decent seat for him! You were noticing today how his knees were crowded

and how he had to hunch over his desk to write. Perhaps he could bring a chair from home and sit at the high desk in the back, which has no seat.

You should check up on all the children's seats. They get so restless in the afternoon. If they scattered out and used the two extra rows of desks each one could find a seat which fitted him. But then they'd have to move together for classes. If you only had some chairs so that you could have the classes up in front by the blackboard and the maps!

You have already fitted the beginners' seats as carefully as possible and put blocks under their feet when they needed them. But still they are restless and noisy. It is hard to keep them busy with coloring and cutting during the long periods between classes. It was only a little while ago that they were free to run and talk all day long; now they have to sit for many hours. No wonder they get restless! You do give them long recesses, and send them out early at noon and at the end of the day, in nice weather. But soon it will be too cold for that. In the kindergarten in the training school at teachers' college the children had a playhouse in one corner. If you could take out all the extra desks there would be room for a play corner for the beginners. Would the school board be willing to remove some desks? You will ask Mr. Anderson when you go there Sunday.

You have many notes to make today. Your notebook is becoming confusing. If you are going to keep records for everyone you really need some sort of file. Miss Neal, in the training school at college, kept a folder in a file drawer for each one of her children. You haven't any file drawer, but you could get some folders in town and ask the stationer for one of the flat boxes in which they are packed. That could be locked in a desk drawer and would be safe from the children and from the grownups who occasionally use the schoolhouse for meet-

ings. If your notes are to be really useful, you want to be free to keep a frank record of each child's school and home problems, without fear of its falling into the hands of curious or gossiping members of the community.

Monday evening you organize such a file, with a folder for each child, arranged in alphabetical order in the box. Christine's and Freddie's first sheets are already full. It might be better to have several sheets in each folder, to start with, for different aspects of your observations about each child—one for his school work, one for his relations with other children, one for his home situation. You must try to visit all the homes before the walking gets too bad.

You learned so much about Ellen and Frank and Alvin during your long pleasant day with them on Sunday. They seemed so proud of their home as they showed you the farm buildings and all their favorite play spots. They have so many interests right there at home. Alvin belongs to the 4-H Calf Club and is getting his calf ready for the fair. Ellen isn't old enough for 4-H, but she has a flock of ducks of her own. Even little Frank has his own business venture—a family of chinchilla rabbits. "We all keep accounts," Alvin explained. "I have to, for my club report, and they wanted to, too. So Dad gave us a book. Of course, I write Frank's for him, but he's got it all in his head."

"I owe Dad \$4.00 for the mother and father rabbits, and he charges me ten cents a month for the straw. But I helped weed the garden and earned all their feed, and I have a bin full of carrots and cabbages for this winter," Frank told you proudly. "In the spring I can sell the young ones and pay Dad back."

In the house each child took some responsibility for preparing or clearing away the dinner and for your care as their guest. All day you kept thinking, "I wish every one of my

children could live in a home like this. It is simple and plain, but the children have a good diet and good health care. More important, they have affection and respect and a reasonable amount of authority from their parents. They seem to have a sense of confidence and security. It is because there is regularity and order in their family life, and they are partners in it." You were struck, too, by the cordial respect with which the family was greeted at church. You realize that they are leaders in the community and that they can have great influence upon the attitude of the community toward the school.

You asked Mr. Anderson, with some hesitancy, about removing the extra seats, but he nodded understandingly when you told him about the beginners' need for more physical freedom. "Yes, Frankie says he likes school, but he gets tired of sitting still," he said. "The board talked once about putting the desks on runners so we could push them together and put in some benches for school meetings and for the programs, but we never got to it. I'll phone the other two board members and let you know. But it's a kind of busy time now, with the threshing and the fall plowing. Maybe you'll have to wait a few weeks."

At the end of the week you read over the notes in your file. You haven't taken much time for observing the children, or for writing records, but it is surprising how much information you have collected in a few days. Keeping that memorandum pad on your desk and jotting down a few words in free moments has helped. Since you have been going outdoors for one recess each day and for part of the noon hour, you have secured many bits of information—about Rose and Rudolph, for instance. They are quiet and hard-working, and you would never have noticed anything amiss in the schoolroom. But on the playground the children avoid playing with them unless

you take the lead, and you have overheard remarks about "your folks." They live over on the other side of the district, but you must try to get over there.

You have become more concerned about the older girls. Ruby acts "silly" with the boys, and Vera seems to follow her lead. You have tried to get them interested in some kind of play, but it has been hard. They will play some of the dramatic games like New Orleans and Old Mother Witch, but they are still unwilling to play running games. If only you had a volley ball and net, or a badminton set! Girls that age need active play, but they need games which require some sort of skill, too.

So many needs! Are there really more in Riverside School than in your last year's school, or are you just beginning to learn how to see them? Last year you were so busy trying to get in all the classes every day, and getting your lessons prepared and assignments ready, and making seatwork, and marking papers, that you never seemed to have much time to think about the children. This year those things still take lots of time, but they seem easier. And studying the children is so interesting! You used to study about children's needs and interests in psychology in college, but you didn't have any real children to observe. In practice teaching you were confused with all the new things to learn and were afraid of making mistakes. And last year you taught only what you found in the textbooks. Now you're beginning to think of these boys and girls as real people, and to see that they have all sorts of interests and needs and possibilities.

It isn't enough just to write notes and put them in folders, though. You want to *do* something to help these children meet their needs and solve their problems. You want to help them make the most of their possibilities. But you can't do it all at once. It is hard to know where, and how, to start. Can you pick

out a few things that are important, and that you think you *can* do, to begin with?

The beginners are important. If you can keep them happy in school and can use their interests and experiences in activities which have meaning for them, before they begin to read out of books, they will not have trouble with reading in later grades, as Freddie does. A play corner would make a good beginning. Mr. Anderson says that the school board has agreed to buy wooden strips on which to fasten the seats, and will store the extra seats on the rafters in the woodshed. But they can't do it until the work slackens. You wonder if *you* could do it with the help of some of the older boys, so that you could start the beginners' corner at once. You will ask them on Monday.

The playground activities are important, too. You never realized before how important they *were*! These children are hungry for play, but they are unfamiliar with group activities. Each family group is isolated from the others by the distance between homes and by the constant demands of the farm work. There are few recreational activities in the community for any age level, especially for children. Only the school gives them opportunity for social experiences with other children. All the school activities should give them more chance to talk together, to discuss things which need to be done, to learn to work with others. But they *feel* their need for play most clearly, and they can take the first steps toward working together by playing together, by learning teamwork and good sportsmanship in games. That is where you can begin. It will touch only a small area of the many needs you have found, but it will be a first step. What were those lines from Goethe that your German teacher used to quote?

Only engage, and then the mind grows heated.
Begin, and then the work will be completed.

2 . FINDING WAYS TO MEET THEIR NEEDS

FRIDAY NIGHT AGAIN. What a busy week it has been!

Saturday morning you called Mr. Anderson and asked if you and the boys could try mounting the desks on runners yourselves. He hesitated at first, but when you named some of the boys, he said, "Well, John could do it all right, and I guess Tom and Alvin can handle a screw driver. Maybe I could come down some day and get them started. I'm going to town today. I'll get the strips and some new screws."

Sunday you had a chance to ride home, so you searched the attic for your old toys and for scraps of cloth and rolls of wallpaper. You collected some orange crates and pieces of boxes from the cellar, and your mother gave you some rag rugs which she was not using.

Your father laughed at your "loot," when he loaded it into his car to take you back, but you found an extra bundle containing a hammer and screw driver and an assortment of tacks and nails, when you helped carry it into the schoolhouse. While you were driving over to your boarding place he offered some suggestions as to measuring and fitting the runners, and you began to feel eager to start your first adventure in carpentry.

Monday morning the children were curious about the pile of boxes, but you laughed and said, "It's a secret! Wait until opening exercises."

When you explained what you had in mind and asked if the boys could help you, they responded at once.

John said, "Sure, I helped Pa lots when we built the new hog house. I can bring a saw and a screw driver."

Tom said, "We'll need a good foot rule. Pa's got a dandy, if he'll let me bring it."

Alvin said, "Dad's going to bring the lumber down when he goes to the creamery."

The Bergen twins, and the boys in sixth grade asked if they could help, too, and even Rudolph raised his hand. "I've got a saw my brother gave me. We could keep it here at school," he said.

Freddie said nothing at first but his eyes sparkled, and at last he ventured, "Maybe Mr. Lind would come tomorrow morning, before he goes to work at the new house, and show us how to start. Can I go and ask him at noon?"

The girls began to look disturbed. "Can't we help, too? We want to do something!" they cried.

You showed them the wallpaper and asked if they would like to help the first graders measure and cut it to cover four of the orange crates, for cupboards. June said, "We have some powdered wallpaper paste at home. I'll ask my mother to cook some of it tonight and we can use it to stick the paper on good and tight."

At recess the older boys wanted to stay in, "to look things over." You made no objection and found them, when you came in, arguing noisily about how many desks should be fastened to each strip. "That is one thing we must decide," you said. "Let's talk about it while we're eating lunch."

At noon they all wanted to choose their new seats before they ate, and there was a great confusion of sitting here and there, and arguments as to which seat fitted best. You wrote the standards for seat placement given in your State Manual,

on the board, and they industriously measured distances from knees to desks, and seats to desks, until everyone was fairly well suited.

"That's one thing we'll have to watch out for when we screw the seats on runners," Tom pointed out. "They're a little too far from the desks now."

"Maybe they didn't have those figures when they built the school," Anna said. "That was a long time ago. My mother used to go to school here."

"Yeah, it used to have windows on both sides, my Pa says, but the state made them put in that new wall about ten years ago," John added.

"It would be fun to know the history of the schoolhouse and of the people that have gone here, wouldn't it?" you exclaimed impulsively. But at the word "history" their faces clouded, so you turned the conversation to a discussion of the number of desks to be put on each pair of runners.

Suggestions flew thick and fast. "If each desk was separate we could move them around easier."

"But it would take a lot more measuring and sawing."

"We don't mind that, but it would take more room."

"The desk on the back of each seat would be in the way."

"There's twenty-five of us. Can't we make five sets of five?"

Freddie arrived, panting, while the problem was still unsettled. "Mr. Lind can come at eight o'clock, day after tomorrow," he reported. "He gave me a screw driver and said we should get the seats unscrewed tomorrow."

You closed the discussion for the time being: "Shall we think about this some more? Perhaps Mr. Lind can help us with it. Thank you so much for asking him, Freddie."

Tuesday morning the children began to arrive early. The chosen desks were marked with the owners' names, and the boys worked in relays getting the rusted screws out of the

floor. They asked to continue during schooltime, and it was finally decided that they could, one at a time, when their work was all done. Alvin won the first turn, but Tom was ready soon, and asked if he might do some measuring if he didn't bother anyone. John surprised you by finishing his work in time to take the second turn at the screw driver. The older girls took turns, too, in working with the beginners during their free periods, and the wallpaper was soon measured and ready to be pasted. Freddie was through with his arithmetic early and was watching the others rather wistfully. "I wish you would look at those other boxes and boards, and see what we could do with them," you whispered to him.

At lunch the discussion centered again upon the question of how many desks to put together, but no decisive answer was reached. Tom said, "I don't think we can say any particular number. We've got to put the ones together that fit together, and put as many as we need on one pair of runners. I haven't got them all measured yet."

"It's time to go outdoors now," you said, "but we do want to hear what you are finding out in your measuring. Let's have all the upper grade language classes together this afternoon, and you can tell us then."

When you called the first three grades to their language class, you asked Freddie to come, too, to make his suggestions about the boxes. "These two could be put together to make a little table," he said, demonstrating, "but these boards aren't heavy enough for a top. I've got some three-quarter-inch boards Mr. Lind gave me that would make a better one. I'll bring them if you want me to. I thought I could make a seat out of that other box, but the bottom is too thin."

"Oh, it stands up like this," Rose exclaimed, standing the box on end. "You have to take this top board off and slant the

sides down. My big brother made one for my playhouse at home."

"Gee," said Freddie, "that's right! And we could nail some strips along the slanting part to make it strong. Could I try it, Miss Lee, after I get the table done?"

"We want to!" Donny and Frank interrupted. "It's for our playhouse."

"Could you be the carpenter, Freddie, and have these two boys for your helpers? Now how can Helen and Norma help?"

"Miss Lee, we have some oilcloth at home just the color of the leaves on that wallpaper. I could bring it and Helen and Norma and I could cover the top of the table with it," Christine offered. The two little girls nodded happily and all three went to measure Freddie's proposed table.

In the long period provided by the five combined upper grade language classes there was plenty of time for Tom to explain his measurements and for the group to discuss the arrangement of the seats. Tom made some sketches on the blackboard to indicate how the desks should be grouped according to sizes, so that each seat would fit the desk in front of it.

"Each grade couldn't sit together, that way," Ruby objected.

"They don't need to, except for classes," Tom returned.

"But then we'd all have to move around all the time, so each grade could have class together," Alice argued.

"When I was in Park Lake School, the classes went up by the teacher's desk," Jim volunteered. "Why couldn't we put some of the extra seats up there and have our classes that way?"

"The desks on the backs of the seats would be in the way," was June's objection. "What did they sit on at Park Lake School, Jim?" Anna asked.

"Oh, we had stools. They didn't have any backs, but we didn't mind because the classes weren't very long."

You were about to interrupt, because the discussion seemed to be sidetracked, when Alvin spoke. "Miss Lee," he said, "couldn't we make some stools? I saw some plans for different kinds in one of Dad's farm magazines. Maybe the board would buy the lumber. They have been wanting some benches in the schoolhouse for meetings. I could ask Dad."

"Yeah, let's!" "That's fine!" and "Swell ideal!" echoed around the room.

"Do you think you could *do* it?" you asked doubtfully, rather overwhelmed by the extent to which you were getting involved in carpentry.

"I think we could," John assured you. "Pa would help us."

"And so would Mr. Lind, I bet," Freddie added confidently.

On Wednesday you were at school before eight, but several boys were waiting on the steps.

Freddie soon arrived with Mr. Lind. "Mr. Lind, this is our teacher," he said awkwardly, but you were glad that he even remembered about introductions, which you had practiced one day in language class.

"Thank you, Freddie. And thank you for coming, Mr. Lind. We have so much to ask you."

Tom showed his plan for grouping the desks, and the loosened sections were moved into their places, as a test. Mr. Lind checked his measurements and then exclaimed, "You're right! You did a good job! Now we'll put one set together so you can see how to do it." Intently they watched while he measured, made holes with a gimlet, and started the screws. Then he gave each one of the boys a turn, to see that he understood, and left them to work by themselves.

Everyone wanted a turn, and they crowded and jostled and growled, "Get out of my way!"

Rudolph came to you with tears in his eyes. "I brought my saw, and they won't let me use it."

Although it was not yet nine, you tapped your desk bell for the opening exercise period. "How can we organize our work so that we can let each one have a turn, and still be sure that the work is done right?" you asked.

"We could have a crew for each set."

"No, Tom should do all the measuring. He does it right."

"We could have a kind of a boss for each set, and let the others take turns helping him."

"And Tom could make all the marks for them to go by."

"But John should do the sawing. He does it best."

"I want to saw with my saw, too."

You hesitated to repress the flow of their suggestions, but they were accomplishing nothing. "Can't we think it through, and really *organize* it?" you asked. "According to Tom's plan there are seven sets to do. What things have to be done for each set?" You listed them as they named them:

Measuring
Marking places to saw
Making holes for screws
Starting screws
Tightening screws
Marking screw holes
Sawing

"Which comes first? next?" You rearranged the tasks in order. "Which must be done most carefully?" You underlined the tasks named. "Who can do these careful things best?"

With little discussion, Tom and John were selected as best fitted to do the measuring and sawing, but it was hard to choose someone to do the marking. "Couldn't Tom and I mark for ourselves, and do the measuring and sawing on all the sets?" John suggested.

"Then there could be a crew to do the screws for each set, and it would go faster, and we wouldn't get in one another's way."

"There ought to be a kind of captain, though, for each set, to see that it's done right."

"Yes," you agreed, "those are good suggestions. But there isn't room to work on all the sets at once, and there aren't enough boys. Could we organize just two crews, and let each crew do one set at a time?"

Relieved nods met your suggestion. Alvin and Louis were elected as captains, their crews were chosen, and the names were written on the board for the noon work period. But there were still problems. Louis had asked Freddie to be on his crew, but Freddie had said he wanted to work on the beginners' table. So Louis had reluctantly asked Rudolph instead. Rudolph had accepted, sulkily. He still wanted to saw, you could see; but it did seem best to leave that exacting task in John's more capable hands. The school board had allowed you to try the work only on the condition that it should be done well. You dared not risk wasting the lumber. But how could Rudolph be given a satisfying part in the work?

"I wonder," you said tentatively, "what the third grade boys are going to do to help us. They aren't in either of our crews."

"Elmer could help me mark places for the screws," said Tom.

"And Arthur could help me," John said.

"Couldn't Rudolph help you, and let Arthur work in Louis's crew?" you asked carefully.

For a moment antagonism showed in John's face. Then he said thoughtfully, "Yes, he knows how. He would be the best one."

"That is one of the things we must try to do when we work together, to let each person help with the thing he can

do best," you agreed. "Now we have things organized so that each one has his own part to do. When we go to work at noon, we can really make progress. Let's copy our plans over here on the side board so that we'll remember what each is to do."

KINDS OF WORK	WORKERS
1. Measuring and marking for sawing	Captain —Tom Crew —Elmer
2. Making holes for screws, starting screws, tightening screws	Captain I—Alvin Crew I—Alfred, Jim Captain II—Louis Crew II—Ernest, Arthur
3. Measuring and marking	Captain —John Crew —Rudolph
4. Sawing	John

During the first few classes you wondered how to make up for the extra time taken for the opening period. Perhaps you could have recess late and then combine some of the arithmetic classes so as to get them all in before noon.

After recess you tried this plan. You took the first three grades together and used the ruler as the subject of your lesson. The first graders learned the new words "foot" and "inch" from the older children and measured one another's heights against the door frame. The second and third graders checked Christine's measurements for the oilcloth table cover. "She needs to add some to the edges so it can lap over," they decided, and worked out the new dimensions on the blackboard. For their work period Christine and the first grade girls made a wrapping paper pattern for the cover, and the other children worked in pairs to find out the possible length and width available for the play corner.

For fourth and fifth grades you corrected the previous day's assignment with individuals. Then you said, "I think we can

learn some things about measuring accurately if we watch Tom a while."

Both grades together watched Tom as he and Elmer measured and marked places for the screws in the next two sets of seats. Someone commented, "Each iron foot needs three screws—that's twelve for each desk."

"Yes," you replied, "it will take a great many screws. Can you find out in your work period how many screws we will need all together, and see if Mr. Anderson bought enough new ones? If there are not enough, can you see how many old ones we will need, and pick them out of this box?"

The sixth grade was working in linear measure, so you brought the seventh and eighth grades into the group, reviewed the linear table briefly, and did some of the textbook problems orally. "We have some problems, right here in our own work, something like the ones given in the book. Let's see if we can find one," you suggested.

Several ideas were suggested, and together you worked out the wording of two problems:

1. If there are four seats on a set of runners, and each seat, on the average, needs two feet, three inches of space, how many feet of lumber are required for each runner? For the two runners?
2. If each foot of lumber costs six cents, how much does the set of runners cost?

"Wouldn't you like to use your work period now to see how many other problems you can find, and write them out carefully for us to use tomorrow?" you suggested.

During the rest of the period you moved about the room giving individuals help with measuring or computing, and working with the upper grades on the writing of their problems. The room was not so quiet as it usually was in arithmetic period, but the children were absorbed in their work, and no

one was wasting time. You wondered if it might be possible to manage the arithmetic classes in the same way every day—giving group time to the grades which were developing some new type of work, or which needed a special discussion period, and using the rest of your time for individual help. You seemed to get a clearer idea of each child's needs than you did in the short time spent with the whole grade in a formal class period. In this more informal way you could even let individual children do special practice work which they needed instead of holding them with the grade group. You decided to try it for the rest of the week, at least, as an experiment.

Wednesday and Thursday sped by. Early and late the room was filled with busy children. You found it hard to get your own planning and preparations done and to do the necessary cleaning and straightening before you went home at night. At intervals, you had asked some of the children to help you, and they had done so willingly. But you began to wonder if the work couldn't be definitely organized, so that each would have some particular responsibility, as had been done in setting up the seat crews.

The plan of organizing crews had been a success, and the work had moved along rapidly, though it did not always run with perfect smoothness. The boys were not used to working together, and arguments over tools, or disagreements as to ways of doing things, arose. Louis and his crew were slow, and the boys taunted them for falling behind. Tom was "bossy" with the others, and impatient when they made mistakes. But they remained interested in the work, although it was exacting and required doing the same process over and over. Because they could see its purpose, and because they were proud to be doing real man's work, they were eager to do it well.

When Mr. Lind stopped in Thursday noon and commended their workmanship, they were jubilant. "We want to make

some stools for the classes to sit on when they recite," they told him. "Do you think we could do it?"

"Well, that's not so easy," he answered. "You have to measure and saw pretty accurately or they won't stand level. And they have to be braced. Have you got a plan to go by?"

Alvin brought out the magazine he had borrowed from his father, and Mr. Lind studied the diagrams. "Any of you fellows know how to read these drawings?" he inquired.

"Not exactly; we were going to ask our fathers to help us," Alvin and John replied.

"Well, I'll tell you," he said finally. "If you get the lumber, and will come at eight o'clock for two or three mornings, I'll come up and show you how to use the drawings. Is that a bargain?" With an amused twinkle for the teacher he accepted the boys' shouts and went back to his work.

"Dad said he'd talk to the board about getting the lumber," Alvin said. "I think we'll know by Monday."

By the opening exercises on Friday morning the four cupboards were neatly papered and lined, and the play corner table was complete and its top covered with oilcloth. Only two sets of seats remained unfinished. "How shall we plan our time today?" you asked. "We haven't had any real playtime all week. Wouldn't you like to spend the noon hour playing, instead of working on the seats?"

"We wanted to get them done today," they said.

"This is the day for our afternoon art period. Couldn't you finish them between recess and four o'clock?"

"That'd be fine," they said. But a chorus of disappointment went up from the girls: "You promised us last Friday that we could draw trees outdoors today."

"How would you like to take your crayons and paper and go out all by yourselves? I'd like to help the first graders get their play corner arranged," you replied.

"Oh-h," they whispered, "that'll be fun!"

"Now, let's plan the noon hour. What would *you* like to play, Christine?"

Christine looked startled for a moment, then she said, "Come to Supper."

"Could you be a kind of captain, and get that game started for the lower grades?"

Again she looked frightened. Then her eyes shone and she whispered, "Yes!"

"What would the middle grades like to play?" They chose their favorite, Pom Pom Pullaway.

"And the older boys?"

"Baseball!" they said in one breath.

"And I have a secret for the big girls," you announced. "You'll find out at noon!"

After lunch was cleared away, you took a beach ball which you had found in the attic at home, and joined the big girls who were waiting curiously on the steps. In two teams they practiced serving the ball back and forth as you demonstrated and then had a romping half hour batting it around in a kind of Keep Away game. Panting, but delighted, they dropped on the steps. "Oh, that's fun! What do you call it?" they exclaimed.

"The game is called volley ball, but we should really have a net, to play it properly," you answered. "If you could bring some rope and a few burlap bags, I think we could make a sort of net and hang it between those two trees."

"We'll do that Monday," they promised. "We never had so much fun playing. Can we play it some more at recess?"

When art period came, the girls trooped out with their drawing materials, and the boys hurried to get their tools. Tom, Elmer, and Freddie were finished with their work. "Could you boys pick out four loose seats and move them up by my desk,

to use for classes until we get the stools made," you inquired, "and then move the rest of the extra ones out to the woodshed?"

The first graders were admiring their cupboards. "Can we each have one to use?" "Where shall we set them?" "What shall we put in them?" they greeted you.

"Let's arrange our corner first, and then we'll see about something to put in them," you said.

Donny wanted to set all four cupboards in a row with their backs to the room, "to make a wall for our house," he explained.

Norma wanted to put one at each corner. "Houses have four corners," she insisted. They tried them both ways and finally decided on Norma's plan. The table was placed in the center, and the children squatted on the floor around it.

"Would you like some rugs for your house?" you asked. You brought out the boxes from home and gave them the two rag rugs. They spread them on either side of the table and surveyed them proudly.

"I thought you could use these, too," you said, opening a box of small tin dishes.

"Oh-h," the girls gasped, and began at once to set the table.

"Will you please help me unpack these other things?" you asked the two boys, and you watched their faces as all four gathered around the box and lifted out the old toys you had once enjoyed—some blocks, an iron horse with a two-wheeled cart, a plump cloth doll, a box of wooden beads, some picture books, a box of miniature logs for building, and two or three simple games.

You left them happily exploring their treasures and went to see how the boys were getting on. The last screws were being tightened, and the boys were clearing up the scraps of lumber.

John was nowhere in sight, but Rudolph had one of the finished sets propped up and was industriously sawing off the corners of the strips. "Rudolph, what are you doing!" you cried.

"Oh, John said I could," he explained hastily. "We're going to smooth them off nice and round so they'll slide easier."

"Yes, sir, he figured that out all by himself," John was saying at your elbow. "He's going to bring a draw shave and we're going to smooth down all the sharp edges."

"Well, I'm certainly learning things from you boys!" you confessed, laughing. "Are all the extra desks out in the wood-shed?"

"Yes, we got them all up on the rafters, on those planks," John replied. "It was some job!"

The girls came in with their drawings, and excitedly inspected the play corner with its occupants importantly storing their toys in the cupboards. "Such nice playthings! How pretty it looks!" they exclaimed. "Wish we could play in it, too!"

Soon the sets of seats were arranged in a convenient pattern, the floor was being swept, and the room was being made tidy for the close of the day. "Don't you like our room this way?" Smiles and murmurs indicated their approval. "It will give us room for many things we want to do. How shall we thank all the boys and girls who helped?" you suggested.

When the clapping stopped, you said, "Let's have an exhibit of the girls' drawings," and they were lined up on the chalk rail for inspection and comment.

"We still have a few minutes. I was wondering if you had enjoyed school this week." An enthusiastic murmur swept over the room. "What did you like best?" you asked. "I'll make a list on the blackboard."

THINGS WE LIKED BEST

Our new game
Doing carpenter work
Making a table
Having arithmetic all together
Our play corner
Drawing outdoors
Having language classes together
Being a captain
Helping make the room neat

"What were the important things you learned?" you continued.

THINGS WE LEARNED

How to measure different things
How to start screws straight
How to paste wallpaper smoothly
How our seats should fit us
How to choose the best worker for a job
How to make a pattern
How to introduce people
How to make problems of our own
How to serve a volley ball

"What things do you think we could do better next week?" you asked. They stared at you a moment, then settled back to think. Slowly they began to offer suggestions:

THINGS WE CAN DO BETTER

Work without arguing
Not boss each other
Let other people use our tools
Know what each one is going to do
Plan our work ahead of time
Keep the room neater
Learn to play real volley ball

The last suggestion broke their train of thinking. "Can't we all learn some new games?" someone asked. "We're tired of Pom Pom Pullaway."

"Yes, that's one thing I've been thinking about," you answered. "Let's all think about the things we want to do next week, and Monday morning we'll take the opening exercise period to make our plans. Now it's time to sing our good night song."

As they gathered their tools and dinner pails and said good night, several stopped to speak to you. Christine whispered, "Thank you for letting me be a captain!" John said awkwardly, "I liked school this week." Ruby said, "I'm going to bring a gunny sack Monday. I sure like that game!" Frank said, "Freddie and me are going to make a seat for our play corner next week." Freddie only said, "Good night!" but his smile was radiant.

A busy week—and not an easy one. It has been noisy and confusing with the children in the room so much of the day. The seats have rattled and tottered, without their moorings. The hammering and sawing and talking have been wearing. The children don't know how to work together, and you've had to settle arguments and keep some from dominating others. And the room hasn't been as neat and tidy as you like to keep it. Yes, the old way is easier.

But is it really? This week has been much more fun, and you haven't had to scold or punish anyone. The children have been so alive and interested, and you feel so much better acquainted with them. (How many notes you still have to copy into your folders! You can't keep caught up any more!) And they seem to have got so much out of what they have been doing.

You study the lists on the board. "Things We Liked Best."

Of course they liked the new activities, but they named having arithmetic and language classes together! Being in the same small class year after year doesn't really give them much social experience. They do need a larger group to work in. And you get so much more done in the long, unbroken period. They seem to talk more freely in the large group, too. Of course, some of the drill work would have to be done separately, but you could just go on having the classes together, part of the time, at least.

"Things We Learned." You had regular classwork all week, yet the things they *learned* happened almost entirely outside of class time! Was it merely because of the novelty of doing things with their hands? Or was it because the things they did were more real to them? Certainly they were more interested than they usually are in classwork. Would it be possible to carry that same interest over into reading and history and geography and spelling? That is something to work toward.

What about the things you had set up as goals for this week? You look at the list in the back of your plan book: (1) Start the play corner for the beginners; (2) Do more with playground activities; (3) Try to give all the children more chances to talk together and to discuss things that need to be done; (4) Help them to learn to work together.

You did get the play corner set up, but little more. Now you must plan many ways to use it, in order to give the beginners the physical activity they need, and to prepare them for learning to read.

Not much was accomplished on the playground; the other things almost crowded out your plan for more activities there. Still you have made a beginning with the older girls, and for the first time they have really played. You have begun, too, the planning of playground activities together before going outdoors; and Christine has had an experience as a leader.

The children have had more chances to talk to each other, and to discuss plans, than they had had before. And they have made a little beginning toward learning how to work together. It was surprising to see how many of their "Things We Can Do Better" had to do with working together! They saw their own needs more clearly than you had realized.

Yes, you have made a beginning with each of the four things you had planned for this week, and they all lead on into next week. But you don't want them just to *go on*. You want them to *grow*, to help the children to grow—in their ability to plan and work and play together, and in the level of activities which they undertake.

And you want, too, to find ways of relating the regular class subjects to the children's needs and experiences. They seem to be afraid of history and to dislike geography. Subjects aren't something they need to dislike or fear; they are just parts of the knowledge that people have gathered in their everyday living. History is the story of how people have lived at other times, and geography tells how people have learned to fit their living to different lands and climates. Can you help the children to think of history and geography in terms of their own lives? Perhaps then they will develop new attitudes toward them.

Reading and writing and spelling, too—even arithmetic—are only tools to use for getting and using and sharing information. If you can help the children find real uses for them, they will see meaning and purpose in them and will learn them more easily.

To continue the growth which has been begun in working and playing together, to develop the children's own initiative in planning, and to help them find value and enjoyment in their school work—these are your next goals.

3 · GLIMPsing WIDER OPPORTUNITIES

MONDAY MORNING Rudolph and Rose were on the steps when you arrived at school. Rudolph set to work at once with his draw shave and sandpaper, rounding off edges and corners on the seat strips, and Rose helped get out materials for the day's work.

Soon the Anderson children came in, followed by their father. "I was sorry not to get down to help with the seats," he said, "but when Alvin said that Lind was here, I knew they didn't need me. He says Lind's offered to show them how to make some stools if we'll buy the lumber. The other board members thought I'd better look over their work first. Making stools is pretty tricky, and we want to be sure they won't waste the wood."

"Rudolph will show you," you said. "He has been one of our best workers."

Mr. Anderson went over the seats carefully, asking Rudolph many questions as they moved from set to set, and came back to the desk. "They've done a fine job," he said, "and Rudolph here seems to know all about it. I believe they can make the stools. I'll get the lumber tomorrow."

"We're very grateful to the school board. We'd like to have the other members come in and see the boys' work, too. Can't you stay and visit us a while? We're ready to have our planning period."

He sat down on one of the loose seats near the desk, and the children took their places.

"Boys and girls, I think you all know Mr. Anderson. He has some good news for us." They clapped with pleasure when Mr. Anderson praised the workmanship on the seats and told them of the decision about the lumber for the stools.

Then you hung up the charts on which you had copied the lists made on Friday. "I thought we'd like to keep these and add to them from week to week. Now what things do we want to do this week?"

The stools came first, of course, and Freddie and the first grade boys added their box seat. The older girls had their net to make. Then there was a pause. "Are there some things that still need to be done in the play corner?" you asked.

The first grade girls said, "We'd like to make some clothes for the doll."

Edith volunteered timidly, "Can I, too?"

The third grade boys held a consultation, and Elmer spoke: "They haven't got any bed for their doll. Could we make one out of the peach box? I've got some spools for legs."

Elsie said, "Then I could make some bed covers; maybe Christine and Rose could help."

"I am glad to see how you are all helping with the play corner. Now, I think, everyone has something to do. Can each group meet together and plan what it needs to work with and what each person is to do? You might elect a leader and he can report on your plans when we come together again. I will be here at the desk if you want any help."

While they were talking over their plans, Mr. Anderson said to you, "Do you have many visitors?"

"No," you answered, "but I wish the parents *would* come. I think the school and the homes should work together more;

neither of them can give the best guidance to a child unless it knows what the other is doing."

"I guess you're right," he said. "I'll try to come oftener."

As the leaders reported what equipment individuals were to bring from home, and what each had chosen to do, you listed them under "Materials" and "Workers," opposite the tasks. "Here is our plan for the week, and we each have our own part. Can you see how our planning will help us with our list of 'Things We Can Do Better?'" you asked. "Let's read it over and see."

The children agreed that their morning planning would help them to know better what each was to do, and would help them to keep from arguing. Keeping the room neater and sharing tools would depend upon each individual. "A group of people works best together when each one tries to do his part well," you said encouragingly. "Let's help each other to remember these things we want to do better this week."

"Since we haven't all our materials yet, we can have a long playtime at noon today," you added. "I promised to teach the middle group a new game today; it is called Three Deep. I'll show all of you how it goes, and any of you who wish may join us." You drew a diagram on the blackboard and used five children to demonstrate the rules. "Tomorrow it will be the lower grades' turn, and soon we will all know a number of new games. I have thought of some others which we might all play together. If you can bring some large corks, some feathers, some strong thread, and some rope, I will show you how to make the equipment. Now, who has a song to suggest, before we begin our classes?"

As he left, Mr. Anderson said, "Those aren't the kinds of things I learned when I went to this school. But I wish I could have. They're more useful to the boys and girls than a lot of the history and geography we used to learn."

"I've been wondering," you replied, "whether it would be all right to let them do some of the handwork in school time. I don't like to have them give up their playtime at noon. They need the sunshine. We could do some handwork before school and during this opening period. We've been having it a little longer than usual, and all working at once on our arithmetic to make up the time. And we could make a short work period at the end of the day by combining our language classes."

He nodded thoughtfully, "I don't see why not. The things you are doing are worth while. But perhaps you'd better ask the County Superintendent before you change your program for good. He sent us that program, and he might not like to have it changed."

Your heart sank a little. The County Superintendent! He seemed very far away and unreal. Last year he had visited your school once, and you had sent your annual report to him, but you knew little about him. Would he think all this was a waste of time? "I'll ask him," you said doubtfully.

The play corner proved its value immediately. The beginners went to it at each work period as soon as their seatwork was finished, and played with real absorption. Edith, alone in second grade, often asked to join them, and you found that her dawdling over her seatwork lessened when she had the play corner in prospect.

At first you had to interrupt your other classes to quell small battles over a favorite toy, to quiet excited squeals, or to recall a child who had been tempted away from his desk before his work was completed. One day you struck upon a solution. June, in fifth grade, often finished her work early and distracted the girls around her. "If I showed you how to check their seatwork every day, would you like to help with first grade?" you asked her. She agreed, and gradually took over much of the supervision of their activities. Christine, too,

often had extra time, and you would suggest, "Can you show the beginners how to play this game?" or "Will you help Norma make sleeves for her dress?" until she began to take the initiative in finding ways of helping with their activities.

More than merely supplying a source of freer physical activity and of indoor play on rainy days, the play corner stimulated many kinds of learnings for the beginners. The children liked to tell you about their activities, and you began to hold your primary language classes around their low table because they talked so much more freely there. They sat on the floor beside you as you read nursery rhymes from your old books, and soon they began to chant them with you. Gradually they pointed out recurring words or colorful capital letters. Through matching dominoes, or whirling the needle on a number dial in the game you had bought, they learned to count and to recognize figures. Soon they were ready to compose group "stories" about their play, made up of short sentences with much repetition of simple, common words.

OUR PLAY CORNER

We have a play corner.
It has a table.
It has four cupboards.
There are four of us.
We each have a cupboard.

OUR GAMES

We play many games.
Christine plays with us.
We like Spin best.
It whirls around.
It tells us how far to go,
We count each square.

OUR DOLL

We have a doll.
Her name is May.
She is made of cloth.
We make dresses for her.
She has five dresses now.
We made a bed for her.

OUR STORIES

We made many stories.
Miss Lee made a big book.
We put our stories in it.
We want to make more stories.
We will make pictures for them.

As you wrote the sentences on the blackboard, you kept the vocabulary of the basic pre-primer and primer in mind, and guided the children's wording slightly, to include words which

they would read later in their books. Each night you copied the new story on a large sheet of brown wrapping paper and hung it on a rack with those which had been made before. The children called this collection their "Big Book."

Because the vocabulary was made up of commonly used words, it was not greatly different from the children's own way of telling their stories. In the first four stories, for example, 86 of the 109 words were also in the vocabulary of the basic pre-primer and primer. The children repeated the stories by rote like nursery rhymes and went over them again and again in the "Big Book" with great satisfaction. Without noticeable effort they began to pick out certain words, and were soon able to play matching games with separate words and phrases. They "read" the familiar nursery rhymes to each other in the play corner, and these, too, were used for matching games in order to help build up their discrimination between configurations of words.

They began to call the play corner their "house" and to play "family." Out of this play other stories grew, and personal and social courtesies were developed in their language classes. Health habits, safety habits, and an appreciation of the work of each member of the family were developed, and new stories were added to the "Big Book."

One day Donny brought you a note from his mother:

Dear Miss Lee,

I have been wanting to see you but it is hard to get down to the school. I have been worrying about Donny's reading. He has been in school six weeks now, and he says you have never had him read, and that he has no book. If he is slower than the other children, I will try to help him, if you will send a book home with him.

For a moment you were disturbed. Then you realized that her attitude was reasonable. First graders used to be given books the first day of school. Even last year you had hurried

your class into the pre-primer, because the workbooks would keep them busy during their long seatwork periods. But this class was learning to read so naturally and easily! You had gained a new appreciation of the value of preparing children for reading through their own experiences (so that the word symbols would carry real meaning) before introducing books, but naturally the mothers had no way of sharing that appreciation. You must help them to do so.

At language class you hung up the "Big Book." "Please pick out your two favorite stories for me today," you said. As each child read his choices, you checked to see that he knew the words by sight as well as by rote. Then you asked, "Would you like to take them home to show your mother?" You made copies with carbon paper, and each child drew a picture to go with each story and made a bright paper cover for his "book." With each you sent home a note:

I thought you would be interested in these stories which we have been making in first grade about our play corner and about the things we do at home. We have fifteen stories now in our "Big Book." Each child chose his two favorites to take home today. We hope you can come some day soon to see our play corner and to hear us read the rest of our stories.

On the note to Donny's mother you wrote: "Donny *has* been reading these stories which we made for ourselves, and will be ready to read in a book soon. Please come to visit our reading class some day."

At last, when the beginners knew about fifty words at sight, you asked, "Would you like to have your own books now?" How proud they were, and how quickly they picked up the few new words in the early pages of the pre-primer. "We can read!" they told all the other children and eagerly showed off their accomplishment to any who would serve as an audience.

Christine laughed. "They don't know that they've been reading a long time!" she said confidentially.

The "house" was a center of interest to the whole school, and the older children often brought toys or equipment for it. More cupboards were made as they were needed. The box seat was finished and upholstered with some of the bright prints you had brought. Small pillows of the same material were made for additional seats. "The first graders' house is so nice and they have so much fun with it. I wish we had one to fix up!" some of the girls exclaimed one day.

"We have!" you replied with sudden inspiration. "This is our house, our school home, and we could do many things to make it more pleasant to live in!" The idea took fire at once, and the girls began to appeal to you for suggestions. "Let's take a few days to think about it," you said. "We need to look over the room carefully, and see what needs to be done and how we can do it. Suppose we have a suggestion box on my desk, and whoever has a good idea can put it in there."

At one of the planning periods the box was opened and the suggestions were sorted. Curtains for the windows received the most votes, and it was necessary to decide between sash curtains and drapes. The latter were chosen as more colorful, and interfering less with the light, and a committee volunteered to plan them. The second choice went to a work corner for the woodworking, and another committee undertook that responsibility. "More plants," was third, and several children offered to bring them. "Some new pictures," was fourth. No one volunteered, and you looked hopelessly at the discolored portraits hanging above your desk. No wonder the children were tired of them! But pictures were so expensive!

"I'll serve on that committee," you said resolutely, "if the people who made the suggestion will work with me." Four

of the girls raised their hands and you said, "That's a fine committee. I'm sure we'll have some good ideas."

Your own suggestions—a reading table, and a bulletin board—were left, and you decided to wait until the children themselves recognized the need for these things before you tried to carry them out.

Anna, always practical, raised the question of the cost of the curtains, and several suggestions were made: "We could each bring ten cents." "We could give a program and charge for it." "We could have a grab bag at a party." You offered to lend the money, since the children were eager to begin work, and suggested that a plan for repaying it could be worked out later.

The curtain committee brought catalogs and household magazines and pored over styles and colors. They measured the windows and figured costs of different materials. Unbleached muslin was the most economical purchase, they decided, and they could decorate it themselves. Further hunting—for designs—ensued. "It would be nicest if it could be something of our very own," they said. "What about the drawings we've been making out of doors?" you asked. Goldenrod, asters, fruits, autumn trees, squirrels, and rabbits were considered but rejected because of some dissatisfaction with their color or their appropriateness for a border. "Here's the woodbine that was climbing on the fence," someone exclaimed. "See how pretty and twining it is, and what nice bright colors it has!" It was accepted and the design was drawn over and over until the graceful stems and clusters of leaves and berries were arranged to everyone's satisfaction.

Meanwhile the muslin had come and the curtains were cut and hemmed. The design was crayoned on and pressed in with a warm flatiron. A decorated valance was placed across the top of the set of windows, to bring them together and to

cut down their height. The long waving touch of color close to the ceiling and the red-orange clusters of leaves on the creamy muslin, against the tan wall, made a gay frame for the row of plants on the window ledge.

The large work table was moved to the back of the room and covered with oilcloth of the same color as that used on the playhouse table. The corner near it was fitted with a tier of triangular shelves for tools and materials, and a compact "workroom" was created. When the boys had completed the stools, the question arose as to what color they should be painted. The children studied the colors already in use: the yellow wallpaper, with its soft green leaves, on the cupboards; the matching green oilcloth on the two tables; the yellow paper covers on the flower pots; the cream-colored curtains with their splashes of red and orange; the great bunch of autumn leaves on the bookcase across the room; the brown woodwork and tan walls. "Brown to match the woodwork or green to match the table covers" were the two alternatives, they decided. A brown coat, thrown over a stool, was tried out; then a stool covered with a piece of the green oilcloth. Green won the vote and the painting was begun.

You and your committee had taken down the time-stained pictures, removed the prints, and cleaned the glass and frames. You had searched your own collection of pictures for colorful prints, and the girls had hunted at home and in the pile of magazines for others. One day you held an exhibit at language class time and discussed the good qualities of the various offerings. The choice narrowed down to six, but there were only two frames. "Well, why can't we change them sometimes?" was asked, and two were selected for the first choice. The frames were given a coat of green paint, and the two pictures were hung just above the blackboard, giving a welcome touch of brightness to the front of the room.

"Let's all go outdoors now, and come in and look at it all at once," Vera suggested, and everyone solemnly filed out. It was homelike and bright! The afternoon sun shone through the gay curtains and picked out the greens and yellows scattered here and there over the room. "It's not like the same school!" they exclaimed. "Oh, Miss Lee, can't we invite our mothers and fathers to come and see it?"

"Open House!" you said. "I think that's a splendid idea. Let's be thinking about what we can do to entertain our guests. Some day soon we'll have a planning period about it."

Because of the children's new pride in the appearance of the schoolroom you felt that the time was ripe for organizing a system of pupil committees to help with the routine cleaning and the maintenance of order. You explained that you appreciated their readiness to help when you asked them, but that it would be better to have regular committees in charge of each responsibility. With them you worked out a list of the things to be done each day, and grouped the tasks under four committees: heating and ventilation; sweeping, dusting, and watering plants; water for drinking and washing; cloak-rooms. Chairmen were elected and were allowed to choose any helpers they needed. Each chairman was to select the chairman for the same committee for the following week. The children seemed delighted with the new plan, and promises to be appointed chairmen, for weeks to come, were coaxed from their friends. You were delighted, too, with the rapid progress in learning to work together which their eager co-operation indicated.

The interest in houses began to widen out in many directions. In their free time all of the children enjoyed browsing through the growing pile of magazines, pamphlets, and bulletins. John found a blueprint for a miniature model of a Cape Cod cottage and asked if he might try to make one. "It was

fun using the drawings for the stools," he said. "This one is harder, but I'd like to try it."

Soon all the older boys were at work with thin boards and jackknives. "The pieces are too small," they complained. "We can't hang on to them." You suggested enlarging the scale, and they spent absorbed hours redrawing the diagrams, gaining excellent arithmetic experience as well as practicing the manual skills involved.

One evening as you were going home with Anna, Ernest, Arthur, and Norma for dinner at their house, you passed the new house Mr. Lind was building. "It looks just like the one the boys are making," Anna said.

"I wonder if they could come over and see it," you replied. "Let's go in and ask Mr. Lind."

He welcomed you warmly and showed you over the whole house with evident pride, pointing out its modern conveniences, its excellent arrangement, and its insulation. "It's small," he said, "but it's a fine plan. Whoever drew it was a good architect."

"The boys are working on a house plan now. Could they come over and see this house?" you asked.

"Sure, bring all the children!" he answered.

During the art period on Friday, Riverside School had its first excursion. As a result of your prior visit to the house you were able to suggest things for the children to look for, and each one chose some special room or structure that he wished to study. The boys took their plan, in order to compare it with a real architect's drawings, and a list of questions they wanted to ask Mr. Lind. The hour went by too fast as the children made sketches and notes, studied the heating, lighting, and plumbing systems, examined the way the stairs were set into the house, and observed numerous other details which had escaped you on your first visit. They came back to the school

loaded with samples of various woods, pieces of brick and tile, bits of pipe, insulating materials, and stores of information.

During the week end they had apparently discussed the new house in every home, and on Monday morning they had many new questions that no one was able to answer. These were listed on a chart, "Things We Want to Know," and the children began to search through available reading materials and to ask help from their fathers in finding the answers.

As you had promised yourself, you tried to find ways of relating the regular school subjects to the growing interest in homes. Arithmetic was fitting in in many ways. More reading was done—in such materials as you had. Oral language was developing rapidly and well, though written language had not been employed so much.

The interest in homes had made geography seem more real. Pictures of homes in the regions being studied were discussed and their appropriateness to the climate analyzed. The fourth grade was studying the "hot, moist lands," and the children gained clearer understanding of the characteristics of that climate through their study of the types of houses and the native materials used in making them. The fifth graders were studying the cities of the New England states, and they compared the kinds of houses in urban districts with the kinds in rural neighborhoods, such as their own. The sixth graders were studying the Scandinavian countries, and they compared rural and urban homes there with those which they knew. The seventh grade was studying Latin America, and the children gained a good over-all comprehension of the variations in climate, altitude, and rainfall in the countries represented by finding all the pictures of homes in their books and analyzing their materials and construction.

These comparisons sometimes seemed to you to be rather

artificial and unrelated to one another, as they were developed in the separate class periods. But the children showed new interest in their geography, and they read their textbooks, and the few supplementary books in the school library, with some zest. They began to spend their spare time making drawings of the different types of houses they found, and you suggested grouping them on large sheets in a "Big Book of Homes." History still remained too abstract and distant for the children. How could they see more relation between the past and their own lives? You studied their textbooks and the course of study.

The fourth grade was studying the history of the state. It would not be difficult to make comparisons between the pioneer homes and their own, and to develop the differences in securing food and clothing, and in transportation and communication, between the early years and the present. The fifth grade was reading about the life of Washington and the lives of other Revolutionary leaders. Pictures of Mount Vernon and other Virginia colonial houses could be found and studied, and their likeness to the architecture of local homes and of buildings in the neighboring towns could be traced. The chapter on Williamsburg in your one copy of *Ten Communities** would be helpful there.

The sixth grade was studying Grecian civilization, and it seemed difficult at first to see how it had much relation to their own lives. Still, they could compare the education of Greek boys and girls with their own and study as much as their textbook supplied on Greek homes and home life. The seventh grade was studying the colonization of New England, and could work with the fourth grade on a comparison of pioneer homes of that period with those of a later period in their own state, discussing the reasons for likenesses and differences.

* Hanna, Paul, Quillen, I. J., and Potter, G. L. *Ten Communities*, Chapter 1. Chicago: Scott, Foresman and Company, 1940. 12 pp. \$1.60.

The eighth grade was studying the War Between the States, and a study of the contrast between the great plantation homes and the laborers' cabins might help them to see the economic issues involved in the war.

With the new flexibility provided by the movable seats, the stools, and the worktable, it was easier for members of different grades to work together. The fourth and seventh grades co-operated on a chart, "How the Pioneers Lived," for the "Big Book of Homes." The fifth and seventh graders made one called "Famous Colonial Homes," and the sixth graders made a series of drawings called "Homes in Many Lands and Many Times," and wrote accompanying sentences telling how each home was adapted to its type of climate or to its period of time.

The primary grades hunted through readers and library books for stories and poems about homes, and their lists of books, with page references, were made into two more charts. Pictures of apartment houses, bungalows, trailers, tents, house-boats, and other types of American homes were found in magazines and pasted on a chart called "Homes in Country and City." All the grades worked together to make a catalog for their exhibit of building materials brought from the new house, numbering the specimens and making a keyed chart which they headed "Materials Used in Building Modern Houses."

Fire Prevention Week gave added impetus to their study of building materials. The construction of the schoolhouse was inspected and rated on its safety in relation to fire hazards. On the plus side the children listed a number of items: the stove had a fireproof zinc mat under it; the pipe went directly into the chimney, and the hole was protected by a metal guard; the chimney was sound and had a screen cover on top of it; there was a fire extinguisher (though no one knew when

it had been tested last); there was a covered metal container outside the woodshed door for ashes; the entrance door opened outward; there was no electric wiring to offer a fire hazard; the foundation of the building was of fireproof material and was entirely enclosed; oily cloths were kept in a closed metal can.

On the minus side the score was heavier: the whole building was of wooden construction; the roof was covered with cedar shingles; the floor was of soft wood deeply soaked with oil; the woodshed with its scattered piles of kindling and chips was attached to the rear of the building; the attic was entirely closed off, offering no entrance in case of a roof fire; there was no ladder on the school ground; only one water pail was available; the pump was a hundred feet from the door; the teacher's desk stood between the children's seats and the only door; only two windows opened wide enough for even a small child to crawl through; the day's collection of waste-paper was usually set beside the stove until morning, for use as kindling for the morning fire, which was necessary almost daily now; a wooden box behind the stove was filled with kindling and blocks of wood, with an accumulation of chips and dust in the bottom; the stove drew badly, indicating that the chimney was partially clogged with soot. All in all, the school represented a serious fire hazard, rather than an example of safety precautions, to the district.

With the children's help you corrected the few things which were within your abilities—moving the desk aside to allow a clear exit, emptying the woodbox and moving it farther from the stove, piling the wood compactly in the woodshed and sweeping the dirt floor clean of chips. Then, together, you composed a tactful but definite report on the remaining fire hazards, and sent it to the school board for consideration at their monthly meeting.

The children, aroused to a new awareness of fire hazards, began to talk about faulty precautions at home. The idea of setting up a list of things which they might check developed, and you helped them work out a "Home Inspection Blank."

HOME INSPECTION BLANK FOR FIRE PREVENTION WEEK

Name _____ Address _____ Number in Family _____

1. Are the materials of the house fire-resistant? _____
2. Are the chimneys in good repair? _____
3. Have they been cleaned since last winter? _____
4. Do stovepipes pass through the attic or closets? _____
5. Are unused stovepipe holes securely covered? _____
6. Is the foundation of the house enclosed? _____
7. Are stoves or furnaces, and their pipes, free of cracks? _____
8. Are kerosene or gasoline stoves used? _____
9. Is kerosene used to start wood or coal fires? _____
10. Are ashes kept in a metal container? _____
11. Are floors under stoves, and surrounding walls, protected? _____

12. Are there piles of paper, broken furniture, etc., in the attic? _____

13. Is there rubbish, paper, loose kindling, in the cellar? _____
14. Is there inflammable rubbish in the yard? _____
15. Is inflammable banking used around the foundation? _____
16. Is the house surrounded by a cleared open space? _____
17. Is gasoline, or kerosene, stored in the house? _____
18. Is a "dustless" mop used? _____ Safely stored? _____
19. Are matches stored away from heat? _____ From children? _____
20. Have electric wires and connections been officially inspected? _____

21. Are the connections and grounds of the radio correctly protected? _____
22. Has the house lightning rods? _____ How many? _____
23. Have you any fire extinguishers? _____ How many? _____
24. Is your home insured against fire? _____ Lightning? _____

Summarize briefly ways in which your home may be better safeguarded against fire. _____

You hoped this would carry over to parents and result in increased precautions against the frequent fires which are a scourge of rural neighborhoods, with their lack of organized protection.

While you were working out the blank, one of the children had asked, when you used the word "fire-resistant," "Just what things *are* resistant to fire?" You were able to name only a few, and a committee offered to go to the new house again to see what materials there would qualify. Someone reported that a friend's house near town had been remodeled with asbestos shingle siding, and was asked to find out more about it. He asked the owner to come to the school and tell the children about his fire precautions. The man came, bringing samples of fireproof materials, and gave the children a valuable talk on remodeling old houses. He had financed his work through the Federal Housing Authority, and with the help of your questions gave an understandable explanation of this service to the older children. He told them where to send for materials on standards of construction, designs, and costs, and they eagerly composed a letter requesting them.

The boys promptly dubbed their house "F.H.A. House" and planned to cover it with the sample asbestos shingles when it was completed. Another set of charts began to grow: "How to Make a Fireproof House"; "Interior Plans for Our House" (showing several alternative arrangements); "What Our House Would Cost" (estimates based on new materials, with and without heating, electricity, and plumbing); "Rooms in Our House."

The last chart had started with small floor drawings showing the merest outlines, but one invention followed another until the drawings became very elaborate. Each one was given a full chart sheet, the upper half being the room scheme and the lower half the keyed explanation. The room scheme was

made up of a central panel, pasted to the chart, which represented the floor of the room. This was decorated with a rug or linoleum and marked with numbers to show where the furniture was to be placed. On each of the four sides a hinged sheet (which could be folded down against the central panel when not in use) depicted one wall of the room, with windows curtained in colored paper and cutout furniture pasted in appropriate arrangements.

The original idea had been the older boys' but the improvements upon it had come from the girls. It had been amusing to see how the half-antagonistic teasing with which the boys usually treated the girls had changed to respect for their opinions and readiness to use their suggestions in working out the room schemes. You must be on the watch for more chances for them to work together like that, you determined. They were learning not only standards and skills important for later homemaking, but the recognition of equal partnership, which was even more fundamental.

The discussions of building materials led to an inquiry as to the sources of the lumber used in their own homes. Most of the farms had wood lots, and there were clumps of trees along the river; but in the main open fields rolled off to the horizon, unbroken by large areas of forest. Had this part of the state once had forests? Were there any lumbering sections in the state, still? Where did the new lumber for the seat runners and stools come from?

The sections on state geography in their "big geographies," and the meager materials in the school library were inadequate to answer their questions, so one Saturday you went in to the county seat library for help. You found a number of books of different reading levels, several Forest Service bulletins, and some mounted pictures. Why hadn't you thought of this

before? You asked the librarian about drawing out books by mail, and she said, "We can send them for school use, if the County Superintendent signs your card."

The County Superintendent! Amid all the activities of the past weeks you had forgotten your promise to ask him about your program. Now you had found the new program so satisfactory that you hated to think of giving it up. But you *had* to see him, so you marched firmly to the Court House. He was having a meeting with a school board, his secretary said, but she signed your library card and you left a note asking when you might see him.

On Friday, just as the art period was getting under way, he appeared. The children had been eagerly planning various enterprises for the one long handwork period of the week, and clusters of them were at work all over the room. He frowned at the sight of so many children out of their seats, and at the clatter of hammering and sawing and talking.

"Oh dear, I suppose it does seem like a three-ring circus, when he expected to find them all quietly in their seats drawing," you thought hopelessly. You were used to the noise of the work periods now, and as long as each child was accomplishing something which seemed worth while to him, and to you, you did not repress their spontaneous conversation.

"Wouldn't you like to see what each group is doing, Mr. Gray?" you asked. As he went from group to group, and the children eagerly explained the purpose of their work, you saw growing interest in his face.

In the open space near the desk, Ruby, Vera, and Alfred had moved the stools aside and were kneeling around a large sheet of wrapping paper on which they were painting vivid red and yellow flames with some new kalsomine paints you had bought in town. "This is going to be scenery in our play

"The Defeat of Major Fire Destruction";* we're going to give it for our Open House."

On the other side of the desk the third graders were arranging and pasting pictures of plumbers, electricians, carpenters, and other artisans on a large sheet entitled "People Who Help Build Houses." "We've been hunting for these pictures all week," they said proudly, "and we wrote all these stories about the different kinds of work people do on houses; Miss Lee brought us a good book about them."

Edith and the first graders were sitting around the play corner table coloring designs on paper plates and napkins. "They're for when our mothers and fathers come to see our playhouse," they said.

Anna, Alice, and Louis were at work at their desks making panels for a "movie" on lumbering. "We thought our parents would like to know what we've been learning. This roller goes in that box. Here, I'll show you how it works."

Elsie and June were working with Ellen at her desk on a diorama of the "F.H.A. House" living room, which they were carefully fitting into the wallpapered interior of a cardboard carton. "We saw a picture in one of Miss Lee's school magazines, so we tried to make one like it. We are using Ellen's plan because hers was the best," they said, showing Mr. Gray the collapsible plans on the chart stand.

Alvin and Tom were patiently fitting the partitions into the F.H.A. House, and Jim and Ernest were giving its roof a coat of green paint left from the stools. Mr. Gray asked about the name of the house and laughed when they explained it. He asked a number of questions to see how much they knew about the national housing assistance plan, and they showed him the materials they had received from Washington.

* *The Defeat of Major Fire Destruction by King Carefulness*. New York: The National Board of Fire Underwriters. Free.

Freddie was giving a second coat of green paint to the wood box, which he had fitted with a new cover. Near by Rudolph was holding the framework, while John fitted cross bars into a tall rack. "We got so many magazines collected that we didn't know what to do with them," John said, "so we're making a rack. The magazines hang over the bars this way."

"Well, this certainly is a busy place!" Mr. Gray said, as the children put away their work and straightened the room. "How did you get all these things started?"

For a moment you hardly remembered. So many things had grown out of that start. "Why, it really started because Christine tattled so much," you said musingly.

"What do you mean?" he asked in perplexity.

"It's a long story. I must excuse the children now, but if you'd like to stay a few minutes, I'll tell you all about it," you said as you started the good night song.

"I'll do the sweeping tonight," you said to the committee, and they ran off with cheery calls of "Good night, Miss Lee. See you Monday."

You showed Mr. Gray some of your record folders and told him how they had grown out of your attempt to find the reasons for Christine's difficulty. "I can't keep them up to date as well as I'd like to," you finished, "but they have helped me to get acquainted with the children and to realize the things they need. The first graders were so restless at first, and I began to see that it was because they had to sit still too much. Making a play corner for them started all the rest of the wood-working," and you went on to tell how one step had led to another.

He nodded appreciatively. "I can see that all these things are good for the children, and they're certainly interested. But doesn't this work interfere with the regular school work? Can the first graders read yet?" You showed him their "Big Book"

and the work they had covered in the pre-primer. "Well, they haven't gone as far in their books as some other schools, but if they know all those stories, too, I guess they're holding their own. How about arithmetic?"

Here was your opening for asking about the new program. You showed him the problems in measuring, the calculations of building costs, and the other applications of arithmetic processes which had grown out of the handwork activities. Then you got out the children's charts on their textbook "progress tests" and showed him the improvement in individual progress which had been made since you had been giving individualized help. "I have been trying this plan for three weeks now, and I believe it is much better than having each class separately," you said. "If you are willing, I would like to change my program so that we can do it all the time."

He looked at the evidence before him. "If you are really getting results, I don't object. Was that what you wanted to see me about?"

"Yes, and I would like to try one or two other changes, too," you ventured, and explained how the many new activities demanded more discussion time. You told him how much the children had grown in spontaneity and ability to express themselves and how they were beginning to learn to work and play together. "I would like to group the language classes, too," you said. "We have so many things that we need to talk over together that we need several long periods each week for discussion time."

"What about punctuation and grammar and all the mechanics they're supposed to learn?" Again you had evidence to offer. "At first our language work was largely oral, but lately we've been doing a great deal of written work. We correct our errors together, then in his study time each person does

practice exercises on what he needs. Here are some of the papers."

"That seems to be working out, then. Are there any other changes you had in mind?"

"Just one more. I would like to have only five minutes for recess in the morning, and twenty-five in the afternoon. With the work and planning periods at the beginning of the morning, the children don't get so tired before noon. Then, too, we're learning so many new games that we need a longer period at one time, so that we can play them through several times when they are presented." You showed him the cork "birds" for Aerial Darts, the deck tennis rings made of rope, and the tether ball post and volley ball net in the schoolyard. "If the ground doesn't freeze too soon, we're going to make a jumping pit, too," you explained.

"Well, you certainly are getting things going!" he said. "But don't neglect your regular work to find time for these other things. Are you keeping up in history and geography?"

"We're following the course of study and are up to date all right, but the children have been so uninterested. I've been trying to arouse more interest by tying up their textbook materials with their own experiences, and I do think they are doing a little better since we've been putting these charts together."

As he looked over the charts, you added, "I thought they might be interested in the history of the school, but I didn't get any response."

"It is an old school," he said, "one of the oldest in the county. By the way, it looks very attractive."

"The children did it all," you replied. "They are so proud of it that they want to have a party for their parents. Wouldn't you like to come?"

"I certainly would," he replied. "I wish some of the other

teachers could come, too. I'd like to have them see what you've been doing. Maybe I could bring three or four from the nearby schools."

"Oh, I wish you would! I never see any of the other teachers, and I often wish I could talk with them. In a one-room school you feel so alone sometimes. That's one reason I had decided to try to get a town position next year, when I had my two years of experience. But lately I've been enjoying my work here so much that I've almost decided to stay—if the board re-elects me!"

"I guess they'll re-elect you, all right," he said, laughing. "When children like school as well as these children seem to, the parents usually want the board to keep the teacher!"

As he drove away, your spirits were soaring. You could change your program—as long as you got results! And he didn't think it was a waste of time—if you kept up your regular work! And the children seemed to like school!

Both Mr. Anderson and Mr. Gray had caught a glimpse of what you were trying to accomplish and had recognized that it was worth while. You were still feeling your way, but you could go ahead now more confidently with their approval and encouragement.

As you did the sweeping and tidied the schoolroom, your mind was busy. First you must take stock of your progress so far; then you could begin to lay out new plans for the future. You saw a bright vista of possibilities as you looked ahead—full of problems and challenges for you, but full of satisfaction, too—in opening up a richer, happier life for these children in Riverside School.

4 • TAKING STOCK OF PROGRESS

As time went on, your record keeping was becoming more systematic. In the recent busy weeks you had often had to resort to filing brief notes written on a memorandum slip rather than taking time to copy them on the appropriate sheet. Soon you found this a helpful device, as it allowed time to gain a certain perspective on incidents which you had noted, before they were recorded permanently. You were able to make your permanent sheets more compact now, and to organize your entries to better advantage. As you read each record over, you were able to formulate clearer judgments as to the child's abilities and traits, and to estimate his needs more easily.

Today you spread out the folders and sorted them into groups by grades. As you went through them in this order, you could judge how individual needs had been met by the work of the class periods, as well as by the activities in which all had participated, and could plan new directions which future work should take.

The first graders had grown rapidly in their adjustment to school since they had had the play corner. Their physical restlessness found many outlets now in activities in their house and on the playground. They built houses and farms and villages on the floor with the logs and blocks and scraps of lumber given them by the older children. They dramatized all the activities of their farms and households. Boys as well as girls

cleaned the house, sewed, cooked, and served their imaginary meals. They took trips up and down the aisles with the little iron horse and with a toy automobile which Donny had brought. On the playground they played in the sandbank behind the building, swung in the auto-tire swing, played horse with bits of rope, and joined in the organized games which appealed to them.

Usually there were three groups on the playground: the first three grades, forming one group which had similar interests and physical abilities; a middle group, usually including the older girls, who enjoyed games of greater organization and competition; and the older boys' baseball group, of which Freddie was now an accepted member. These groups were not fixed, and members shifted from one to another as different games attracted their interest.

As the first graders became more sure of their place in the school and better acquainted with the older children through their co-operative activities, they entered into many of the older children's games. They ran wildly in Three Deep, pursued by a whooping fifth grader running at half speed; they batted the feathered cork "birds" about in their own version of Aerial Darts; they "played" in the volley ball and baseball games by chasing the ball when it went out of bounds. They were becoming part of the larger group in many ways, though they were still "the little ones," even to the third graders. That was one need you could see for them: they needed sometimes to be recognized leaders in activities shared by the whole group either on the playground or in the schoolroom.

In their own group indoors, the first grade leadership shifted about rather naturally. Sometimes one of them was "mother" or "father," then another, and each one helped to initiate from time to time the various kinds of play in which they all joined. The boys tended to dominate the girls and sometimes

had conflicts with one another, because Donny was used to having his own way and Frank was treated much as an equal at home by Ellen and Alvin. Donny needed to develop respect for the rights of others and a willingness to follow others' leadership. Helen and Norma needed to develop more initiative and responsibility for themselves. As the youngest of the four children from her family in school, each of the two little girls needed to outgrow dependence upon older brothers and sisters.

In visiting their homes you had seen certain needs which you felt rather helpless to meet. Soon after the incident of the note from Donny's mother, you had gone to see her. She was a young, rather high-strung woman, with little knowledge of a child's needs. She entertained you, in Donny's hearing, with tales of what a "cute" baby he had been and with examples of his "mischievousness" during his pre-school years. Yet she kept up a constant fire of "Donny, don't—!" and did nothing to follow up her admonitions when Donny ignored them. She was pregnant and you excused her petulance on that basis and hoped that the possession of a younger brother or sister would give Donny new maturity and consideration.

Norma was rather ignored in her home. The younger sister was "the baby," but Norma had no responsibility for her care. The five older children were more capable in the household and farm tasks than she, so she had no part there. She did not seem unhappy about her lack of status in the family group, but she was dreamy and passive, wrapped up in her own small concerns. She needed a chance to do something for which she was recognized, to feel necessary and important in some situation.

Helen, and her sister Edith in the second grade, were much younger than Vera and John, who tended to baby them.

Both were shy and rather immature; they, too, needed activities which would develop self-reliance and initiative.

The school could not overcome home attitudes entirely, you recognized, but you could help these three little girls to find responsibilities, within their capacities, in which they could feel of real value to the school group, and you could guide Donny to less self-centered attitudes.

You were better satisfied with the first grade's progress in their schoolwork than with that of any other grade. Through their play and dramatization in their playhouse they were developing ability to think and talk consecutively and were building up the experiences necessary for reading comprehension. They were interested in books and were developing good habits in their beginning reading. Helen still talked baby talk and was slower than the others in word recognition, but both difficulties seemed due to her immaturity of personality rather than to mental retardation. The first graders would develop the sound foundation for their later school work which you desired for them, if you could provide a wide variety of work activities and plenty of easy reading in the next few months. Your equipment was limited, and you had little easy reading material, you reflected, but you were beginning to see better ways of using what there was. Perhaps you could also find ways of getting more.

Second grade was not a group, and Edith's problem was her need for companionship. She had been alone in first grade, too, and had developed a shy solitariness which was hard to break down. She rarely volunteered for any activity, except with the first grade girls, and almost never spoke voluntarily in any other group, or in class with you alone. She was good and never caused any bother in school, but her very quietness disturbed you. You must help her to be more at ease with you and more free with the other children. She read well aloud

and often read stories to the first graders. Why not let her read with the third graders sometimes? Each one could choose a library book and read parts of it, and then tell parts to the others. (Again, the meagerness of simple reading materials was an obstacle. You *must* find some means of getting more!) Combining the first three grades for as many classes as possible and seeing that Edith got into many different groups on the playground would also help her. Perhaps as time went on you would find other activities in which she could take part with the older children.

The third grade was a widely varied group. Christine was far ahead of the others in reading and spelling, and in general intelligence, too, you felt. Elmer was hardly a third grader at all, in any subject. He should be working at second grade level, with Edith, or even with the first graders in reading, but you hesitated to put him back. He was a large boy and would be humiliated by being classed with "the little ones," yet he needed the work. Grouping the first three grades together for reading occasionally, and letting each child use a different book, would be one way of giving him reading material that he could handle. You could let him play matching games with Edith and the first graders, too, so that he would have several reading classes a day, instead of the seatwork for his own grade which he could not do.

Arthur and Rose were just "average" children, it seemed. Yet you realized that there was no such thing as an "average" child; each had his own unique qualities and problems. Rose, for example, had much to recommend her. She was pleasant, and was eager for your friendship and that of the children. She worked hard, but was not accepted by the other children and was never chosen as a leader. You had visited their home in an attempt to find the causes for the children's attitude toward her and Rudolph but had seen nothing you could define as a

reasonable cause. The mother spoke with a marked accent, the house was ill-kept, and you had not been received with much cordiality, but other homes in the community shared in one or another of those qualities. You could help Rose to keep herself more clean and tidy, you could even appoint her a leader in playground activities, but that would not solve the problem. She needed to gain a position of leadership through some contribution of her own.

Christine had a similar need, though her potential qualities of leadership were more apparent. Her work with the little children had given her a kind of confidence in herself and a sense of being looked up to. But you hoped to see her on a basis of equality with Elsie and Ellen, for example, with whom she was mentally on a level. What projects could be developed which would give Christine and Rose opportunities for participation and for leadership among the children in the grades above theirs?

Fourth grade was your problem grade, not because the individuals in it were any longer behavior problems, but because their school work demanded more than they were capable of. This year they had been suddenly thrust into two new subjects which meant almost nothing to them. They had been given a heavy, awkward book called a geography, full of new words, unfamiliar patterns called maps, and unfamiliar ideas about faraway countries. As if that were not enough, they had also received a history. This, too, had new words and maps, although it was about their own state—a familiar enough name—but it didn't tell about the places with which they were familiar, Springville and Newton and Weston County. Instead it told about men with strange names who had queer ideas about making Indians Christians.

The fourth graders struggled with these books—because they were good, docile children, used to doing as the teacher said—

but they didn't learn much, and they didn't enjoy them. During the first weeks of school they had had to find other enjoyments—pulling people's hair and pushing them down, whispering, and doing small, covert things behind the teacher's back. Lately they had found better enjoyments, but geography and history were still hard. Finding the pictures of homes and making the chart with the seventh grade had helped a little to make the places and people seem more real, and they had made a little more willing effort to read their textbooks; but it was still uphill work. There was too much to read, and the words were too hard. If they had just one of the new books it would be better, but the course of study said *both*.

You realized that your effort to relate their textbook work to their interest in homes was an artificial measure at best. If you could only start with the history of their own community—as the children at New London did in *Ten Communities**—perhaps the maps and the missionaries would eventually have some meaning for them. And what was the use of starting geography with the Old World regions when you were surrounded by acres of geography that you could *see*? Geography should teach children to understand their own environment first. You'd like to make a course of study that had something to do with life right here in your own district!

But for the time being you must work with what you had, and meet your problems as best you could. Freddie's reading, for example. What more could you do about it? There was no hope of his being able to read the history and geography textbooks yet; even the reader for fourth grade was too hard for him. He really ought to be reading in second grade, too, but you couldn't do that to him. He had been through all those books and wouldn't have any interest in reading them better. What he needed was some material that he *wanted* to read.

* *Op. cit.*, Chapter 2.

easy enough so that he could enjoy it. Then he could read more difficult books, step by step, until he got caught up. Oh, for a library full of attractive, easy books about things children were interested in! You must go to the county seat again and see what could be found.

But you didn't worry about Freddie so much now. He had found something in which he *could* succeed and had been able to make important contributions to the progress of the new activities. It was more important for him to use the abilities he had and to get satisfactions out of his relationships with the other children than to read a dozen history books!

And the same with Rudolph. He had won through on his own ability and skill with tools and had made a place for himself, especially with John, whose friendship was coveted by the little boys. The geography and history hadn't counted there, either. Perhaps you were making too much of a mountain out of them. It would be best to go on, covering what you could, and helping the fourth graders to find satisfactions in the many aspects of work and play which did challenge their curiosity and intelligence.

Fifth grade—a nice grade! June was quick and fun-loving; Ellen, sensible and dependable; Jim, quiet, not too brilliant, but a worker. You enjoyed your classes with them, and you thought of many possibilities for activities which they could carry on if they had more class time.

For a moment you toyed with the idea of putting their geography and history classes together; they were both about the United States, and you could teach the required biographies of the men of each region as you taught its geography. It would give you twice as long a period, in one piece, and they would get more out of the history that way. But history class was in the morning and geography in the afternoon, and you had

just got Mr. Gray convinced about the changes already made in your program! You had better not.

Fifth grade was getting along satisfactorily enough; the children were full of life and fun. Sometimes they did get a little uproarious in their longest study periods because they all worked fast and had extra time, but they were surely covering their "regular work." Perhaps for geography you could get them started on some scrapbooks on the different sections of the United States, which would give them something to work on in their spare time.

Sixth grade—another of the difficult groups. Vera was alert, sensitive, a little headstrong, but an attractive, colorful youngster; Ruby was overgrown, awkward, untidy in appearance and in work habits, yet likable; Ernest lived up to his name—he was solid and hard-working, but slow and unresponsive. They did not work well together because they were so different in temperament and had few interests in common. Vera liked to draw and had a rare love for beauty of any kind. Ruby had a precocious kind of interest in boys and seemed to be indifferent to most of the activities of school except volley ball. Ernest liked arithmetic but read with effort, so that all book work was hard for him. It was difficult to make assignments which would fit all three. Vera slipped lightly through hers, not always bothering to see that they were well done, and then fell to drawing; Ernest plodded through, rarely finishing; Ruby worked spasmodically and carelessly, with poor results in most subjects.

Geography and history were bugbears in this grade, too. Again you felt tempted to combine the two subjects, perhaps following the geography through in sequence, and comparing past and present eras in each country as you went. But the same problem—the program—interfered. Still, why not use both fifth and sixth grade history periods for fifth grade in the

morning, and both geography periods for sixth grade in the afternoon? Perhaps it would make too long a study period in the half session in which the grade did not have class; but on the other hand it would give a long period in which they could carry on some related handwork. If you had the longer class period, especially in sixth grade, which needed individual work, you could develop their lessons in such a way that each person could have an assignment fitted to his own interests and abilities. You *would* like to try it!

Seventh grade always seemed like two grades, with big John in one, and the three smaller children in the other. John was not really a better student; he just seemed to have a more adult point of view about things. He was your right-hand man in many ways—considerate, helpful, and well behaved. Yet you heard rumors of escapades with the out-of-school "gang" and often noticed the smell of cigarettes on his clothes. You had no objection to smoking for adults, but John was only fifteen and you didn't want him smoking at school. His influence with the younger boys made such a possibility a definite problem. You treated him rather as an equal and never had any trouble with him, yet you often felt a kind of defensiveness on his part which puzzled you.

The other three children were two years younger, of normal seventh grade age. Alice, like June, was quick at her studies and had much spare time, which she had been spending lately in extensive reading of the household magazines. The Bergen twins were thin little boys who looked underfed. From what you had seen of their lunch pails they probably were! They were quiet and passive, and the other boys usually directed them. You had not been able to visit their home yet, and they attracted so little attention to themselves in school that you felt you hardly knew them.

Your problem with seventh grade was to study the children

more carefully, before you could make extensive plans for them, and to provide Alice with some more purposeful activity for her free time. John's work on the seats and stools and his companionship with Alvin and Tom had developed in him a happier attitude toward school, and he was doing acceptable work in his studies. Perhaps that was all the school could do for him.

The eighth grade was your favorite, you owned to yourself! Anna was such a sterling person—honest, dependable, and mature. She was a year older than the boys, as she had failed in seventh grade the year before last, probably because she had missed school so much. You tried not to put too much responsibility upon her shoulders at school because you felt that she had more than her share at home. She often seemed tired, but she did her work conscientiously and was pleasant and companionable with the other children.

Alvin was a joy. His clear thinking and level-headed judgment made him a leader among the children and a pleasure to work with in class. Your only concern for him was to give him as many opportunities as possible to grow in the fine qualities which were already so well established.

Tom, too, had a keen mind, with a flair for mathematics, and was a good all-round student; but he had some unpleasant personality traits. He had to have his own way at all costs, and was often almost cruel in his treatment of the younger children. At first you had not been aware of these traits, but in the informal work periods and on the playground they had begun to reveal themselves.

You had walked home with him one night and found him an agreeable and interesting companion. The farm was the most imposing one you had seen in the district, with great barns and silos and a spreading array of other buildings. The house was almost hidden among them and was small, with

few luxuries. Tom's mother was a gentle, rather ineffectual appearing woman, who seemed frightened rather than pleased by your visit. His father was not at home. He was gone a great deal, Tom explained, as he was president of the Holstein Breeders' Association. You wondered who did all the work and asked Tom if he helped with the milking. "Oh, no, we have a milking machine," he said. "My two older brothers look after things when Pa's gone."

You were not asked to stay to supper as you often were when you made after-school visits, and as you walked home you tried to analyze Tom's personality problem. His father was able and ambitious. Did he dominate his family as Tom did the younger children? He had taken Tom to the State Fair. Was Tom indulged at home? You must try to meet his father some day. Meantime you must find ways of helping Tom to develop his capabilities for leadership in a more acceptable fashion.

All three of the eighth graders were capable students, and you enjoyed your classwork with them. There was no uncertainty about their ability to complete the eighth grade work with good records, and you hoped to see all of them go on to high school. You thought of many things which you could do to enrich their school work and to make them better prepared for high school, if you had more time and more reference material. They were able readers, and they could get a great deal out of books written for adults; perhaps you could find books for their level more easily than for the lower grades. You would go to the library again soon and see what was available.

As a summary of your stocktaking you listed the children's needs under two heads: those needs which had been met satisfactorily for most of the children, and those which still demanded special attention, for the group as a whole.

SATISFACTORY IMPROVEMENT

Personal needs

Companionship with other children
Activities which challenge his interests
Activities in which he can succeed (some for each child)
Opportunity for planning and directing his own activities
Sense of "belonging" in his group (not true of all, yet)

Needs in relation to other children

Opportunity for freedom in conversation and discussion
Co-operation with others in purposeful activities
Play with other children
Chance for leadership at times (not for all, yet)
Approval of the group and praise for success
Growth in self-direction as a group
Respect for the contributions of others

Needs related to school subjects

Interest in school work (still unsatisfactory in history and geography)
Improved habits of work
Success in one or more subjects, at least (for nearly all)
Knowledge of his own progress

Physical and health needs

More physical activity during the school day
Opportunity for vigorous outdoor play
Manual and physical skills
Improvement in posture

STILL NEEDING SPECIAL ATTENTION

Personal needs

Experiences of a wider range of variety
Experiences in appreciation of nature and of art
Satisfaction of curiosity about things he sees and hears

Needs in relation to other children

Distribution and rotation of leadership

Respect for the rights and needs of others (for some, especially)

Needs related to school subjects

Successful performance in all areas of work (for some, especially)

Improvement in ability to read with enjoyment and comprehension (still needed by the majority)

Recognition of his own needs

Encouragement in attacking his own problems

Recognition of relation between school work and out-of-school experiences

Physical and health needs

Adequate, well-balanced diet

Hearing, vision, and dental corrections

This summarization gave you a clearer perspective of what had been accomplished, and of what needs must now be concentrated upon. There were some general accomplishments and needs which could not be listed in this manner. For example, seatwork had become much less of a problem.

In your other school, and during the first weeks in this school, you had been harassed by the necessity of keeping children busy during the long periods between their classes. Sometimes they had to sit for more than an hour at a time. In the primary grades, with the children's short span of attention, it had meant that you had to take time after almost every class to go to the little children's seats and give them a new piece of work. It had taken hours of after-school time to prepare enough material, and it was difficult to vary it enough to keep them interested. They had often disturbed the other classes by their interruptions and by constant requests to leave the room.

The grades which could read were not quite so much of a

problem, but with the short class periods you had not had time to assign or to check enough work to keep them busy from one class to the next. They, too, had been restless and had utilized their idle time in whispering to their neighbors and teasing the other children around them. They left the room frequently, too, and idled outside defacing the toilets, marking on the sides of the building, and committing various misdemeanors.

Now, with the play corner and the many other activities which had developed out of it, there was almost no problem of unoccupied time. After each class the first and second grades were given a fairly extended piece of seatwork which grew out of the reading or other class activities and which you assigned carefully so that they would not have to interrupt you with questions. June was at hand if unforeseen questions did arise, and when they had finished their work, they took it to her to be checked. When it was satisfactory, they were free to go to the play corner.

The children in the other grades, when they had finished their assignments, worked on some part of the many projects which were being carried on. It had been agreed that no hammering or sawing would be done when a class was going on, but whittling, sandpapering, and other reasonably quiet types of work were allowed if classes were not disturbed. With the children sitting close together on the stools, a class could talk and listen without being distracted by children at work in other parts of the room.

The children had had to learn how to adjust themselves to this new freedom. Some had rushed through assignments in order to begin other work; others had taken advantage of your absorption with a class to frolic with the first graders or carry on mock duels in the back of the room with bits of board. You had swiftly and firmly withdrawn the privilege from such

individuals and had sentenced them to confinement in their seats for varying periods in keeping with their misbehavior. Then you had held a "meeting" and carefully discussed the matter with the children. The decision as to whether or not they would go on with these activities was left to them. Their response had been excellent and, with a few slips, they had learned to work singly or in small groups with a minimum of disturbance. The older children had accepted your explanation of the first graders' need for somewhat more physical freedom than they themselves required and had learned to carry on their own work without paying attention to the first grade's games and voices.

Discipline as you had always experienced it began to be replaced by a new kind of discipline, that of self-direction on the part of the children themselves, the kind of discipline which comes from choosing a goal and working purposefully toward its achievement. They were still children, and they often had their failures, but they were building their own standards of behavior and trying to live up to them.

You were learning new things, too. Your record keeping had made you more aware of the many causes which might underlie behavior, and instead of responding to an offender with a reproach or with an exasperated "Why do you do that?" you were learning to ask *yourself* "Why?" Instead of little nagging reprimands throughout the day you were learning to disregard trivial and insignificant incidents and to think through the causes of the more serious ones before talking with the child. When you needed to talk with an individual, you did so alone, and, rather than stressing his culpability, you tried to make him see that the group work was hindered by his failure to co-operate.

You had been amazed at the amount of work which had been completed since the seat mounting was begun. One in-

terest had led to another so naturally that the children had worked with tremendous zest. They came early in the morning, and those who did not have to go home promptly to help with chores often asked to stay after school. On the coldest days you insisted on a brief period of outdoor exercise but allowed the rest of the noon and recess time to be spent at work.

The children learned gradually to divide responsibility and to plan their work so that little time was wasted. At first you had had to spend considerable time supervising the activities, but as the children became more skillful they were less dependent on you and could work alone, only occasionally asking questions or seeking advice in some choice. You tried always to let them work out their own decisions, but in an impasse, or when the problem was beyond their abilities, you advised them.

Progress had been made toward meeting many of the children's needs, but there was still much to be done. Many children needed further activities in which they could feel success and achieve leadership. Planning and working together had given the more capable children natural opportunities for leadership in the kinds of things they could do best. You had emphasized skill in the seat mounting and in making the stools, where the success of the undertaking itself had to be considered first. Now other types of co-operative projects, of sufficient variety to provide experiences in leadership for many children, were necessary. All should have experiences as followers as well as leaders, of course, but so many of the children were retiring and passive that the latter emphasis seemed more essential at present.

The playground activities were rich in opportunities for leadership, if wisely handled. Introducing the new games indoors was a good device because the more intelligent chil-

dren grasped the rules first and could provide leadership while the game was being learned. As it became more familiar, other children with good muscular co-ordination might take over leadership because of superior speed or skill. By using a variety of games, a wide range of skills could be developed with less opportunity for continued domination by a few individuals.

In general, in their relations with one another, the children had grown very rapidly, through the co-operative activities of the past few weeks. A few individuals lacked consideration of others' rights, and one or two had not, as yet, found their own places in the group. You would be on the watch for chances to give them needed help as new activities offered further opportunity for social growth.

One lack, of which you had been acutely conscious, was the narrow range of experiences possessed by the children. In part, this was because they had not been far beyond their own community, and, to a greater extent, because they had not been taught to see and understand what their own environment offered. They had little appreciation of its natural beauties and little understanding of the world of sky and soil, of plants and animals, which surrounded them.

The daily program made no specific provision for study of the natural environment except for the eighth graders' science, which was difficult for them because it was too technical and because they had had no earlier preparation for it. Again you wished for a part in making your own course of study. Science and geography could be developed together so easily through a study of the immediate environment. For the present, though, you had to be content with what could be done incidentally in language or art classes, or with what you could relate to the required work in other classes.

Several children were still having difficulties with school subjects—reading and geography and history, most of all. An

abundance of interesting materials of different gradations of difficulty would help the slow readers. One of your first efforts must be to secure such materials. And, you decided swiftly, you would try out your plan of combining history and geography for the fifth and sixth grades for a few weeks and see if it helped to solve their problems. It would mean changing the sequence suggested in the course of study, but if you got in all the required material, that ought not to do any harm. In the other grades you would do as much as possible to tie the subject matter to things with which the children were familiar and to make it as concrete as possible through pictures and charts and scrapbooks. Some day you might be able to supplement more effectively their experiences in travel and in understanding how people lived in other kinds of communities, but even now their contact with the world outside their own neighborhood was gradually gaining more meaning for them.

Many children did not recognize their own difficulties and needed guidance and encouragement in attacking their problems. Could not the morning planning period include individual, as well as group, planning? Each of the middle and upper grade children could prepare his plan in the afternoon for the following day's study periods, and you could check it with him during the planning period the next morning. You could direct his attention to the weak points in his previous day's work and help him to distribute his time to the best advantage. Concentrating on more specific goals would gradually build up more effective habits of work.

The meeting of health needs had made the least progress. More physical activity in the schoolroom and abundant outdoor play had been provided, but several other health needs still remained serious problems. A few children were not being given adequate training in cleanliness at home, and as yet

you had not been able to improve their condition greatly through school guidance. Many of the children lacked proper diet. As you had eaten meals in the different homes and observed the contents of the children's lunch pails you had been struck by the predominance of starchy foods and the lack of fresh fruits. Though this was a dairy section, the children did not seem to drink milk habitually.

There was no scheduled health class, but language classes could be used much more profitably for discussing healthful diet than for following through the exercises in the language books, and language skills could be developed more successfully through discussion and writing on subjects in which children had firsthand interest. You had a good supply of free materials on foods which you had collected in college health courses, and more could be secured by having the children write letters to available sources. There were several single copies of health books in the school library, and the household magazines had numerous articles on vitamins and balanced diet. With these materials you could help the children to improve an important aspect of their daily living and at the same time to develop necessary language and reading skills.

Several children had defective vision, almost all needed dental attention, and you suspected that one or two who seemed slow and unresponsive had adenoids or some hearing defect. You were unable to correct, or even to diagnose, these needs by yourself, and the county nurse had not yet visited your school. You had hesitated to approach the parents without more accurate diagnosis, but you felt that each week of delay was a further handicap to children who needed corrections.

While you waited your turn on the nurse's crowded schedule, should you try to encourage the parents to take the children to a dentist or a doctor for examination? How could you reach them? It would be difficult to make the suggestion

tactfully by letter. It would be impossible to visit the many homes a second time. There would be little opportunity for private conversation at the coming Open House. Could you encourage the parents to visit school informally, during the school day? Such visits would help them to understand their children's problems more clearly and would make it easier for you to talk with them privately. Would having an Open House more often stimulate their interest? Would drawing them into some of the activities of the school encourage closer relations? The development of an interchange of services between the school and the homes must be part of your planning, too, you realized.

Briefly you noted your objectives for the next few weeks in the back of your plan book: (1) Develop activities which distribute opportunities for leadership; (2) Watch for opportunities to broaden the children's understanding and appreciation of their own environment; (3) Help certain individuals to improve in social relationships; (4) Experiment with combination of history and geography in grades five and six; (5) Explore every possible resource for reading materials; (6) Help the children plan their study time better; (7) Start the study of foods and diet in language classes; (8) Work toward correction of health defects; (9) Build up closer relations with the homes.

5 • DEVELOPING HOME-SCHOOL CO-OPERATION

THE DATE FOR the Open House had been set for the following Friday, but the children had so many projects which they wanted to finish before the parents came that it was decided to postpone it a week. You took the opportunity to make a survey of the children's diet, in preparation for the study of foods which you had planned. One afternoon in the upper grade language class you asked how many of the children thought they were eating the foods most likely to make them grow and keep them in good health. After some discussion they appealed to you, "How can we tell?" "First we will need to find out just what we eat and drink for one day," you replied.

With them you worked out a record form which would be convenient to use, and the older children made copies for the younger members of their own families and promised to help them keep their records. For all the three meals of one day they were to record the food eaten, how it was cooked, and the approximate number of cupfuls eaten. The record of liquids was to include the amount of milk in cooked foods, such as soups, and the amount of water taken between meals.

As the completed lists were brought in, the older children helped you tally them on a large sheet which you had prepared. One tally mark was made for each cupful of food eaten by a child. The foods were divided into several classes:

<i>Breads and Cereals</i>	<i>Protein Foods</i>	<i>Fresh Fruits</i>
White bread	Fresh meat	Oranges
Whole wheat bread	Ham	Grapefruit
Rye bread	Bacon	Apples
Corn bread	Liver	Bananas
Oatmeal	Sausage	Tomatoes
Dry cereal	Fresh fish	Others
Rice	Salt fish	
Macaroni	Canned fish	<i>Canned Fruits</i>
Others	Canned meat	Berries
<i>Desserts</i>	Chicken	Peaches
Cake	Cheese	Pears
Cookies	Eggs	Tomatoes
Pies	Dried beans or peas	Others
Puddings	Nuts	
Candy		<i>Milk</i>
<i>Leafy Vegetables</i>	<i>Other Vegetables</i>	<i>Fresh</i>
Spinach	Squash	One cup drunk
Cabbage	Peas	Used in food
Celery	Corn	Canned
Lettuce	String beans	Used in food
Chard	Others	In hot drink
Other greens		Cream
<i>Root Vegetables</i>	<i>Fats</i>	Used in food
Beets	Butter	In hot drink
Carrots	Margarine	
Turnips	Meat drippings	<i>Other drinks</i>
Parsnips	Salt pork	Water
Potatoes	Salad dressing	Coffee
Others		Tea
		Others

Totals for each class of items were added and compared. The average number of cupfuls per child for cereals and desserts outnumbered all the other items. Non-leafy vegetables were second and proteins third. Leafy vegetables, either cooked or raw, were low; so were fresh fruits and milk, as you had

anticipated. No child drank as much as three cups of milk, few drank more than a glass of water, and many had coffee for breakfast.

"Now we know what we do eat," you said. "How do you think we can find out whether these are the most healthful foods?"

"There are lots of articles in these magazines about vitamins in different foods," offered Alice, who had read the magazines so thoroughly. "But I'm not sure just what vitamins are or what good they do us."

You had expected the subject of vitamins to come up; so you were prepared with a simple explanation: "Scientists who are interested in finding the best foods for people to eat have learned about vitamins only in the past few years, and even yet they do not know all about them. But they have discovered that there are certain substances which are necessary to keep people vigorous and healthy and to make children grow as they should. They have named these substances 'vitamins,' a word which means 'life-giving.' They call each of these life-giving substances by letters instead of names, and there are five which are most important for us to know about—A, B, C, D, and G. I have a chart* here which tells how each of the five vitamins helps our health, and in what foods it is found. I'll hang the chart here where you can read it for yourselves. As you find what vitamins are in each of the foods you eat, we can write the letters beside the name of the food on our large sheet. When we are finished we can find out whether we are eating the foods which are most healthful. Then we might make some posters to remind us to eat the healthful foods instead of the ones which aren't so healthful."

* New York State Department of Health. "Vitamin Chart." Albany: The Department.

The older children began to explore the magazines for further information, and the younger children gathered pictures of various foods for posters. The relation of diet and weight was brought up, but since the children had had no recent examination by the nurse, there were no accurate data on their weights. Since the people living on the nearest farm had no children in school, you went over one evening to ask if you might bring the children over some noon and weigh them on the granary scale. When the group went over, Mr. and Mrs. Hansen were much interested in the children's conversation about diet. "Please come to our Open House on Friday," the children urged. "We'll show you our posters."

"I guess I will," Mrs. Hansen replied. "I keep hearing about the things you're doing at school this year."

Each child's weight was written on a chart, along with his normal weight. The seventh and eighth graders figured out individual percentages of overweight and underweight, and these were placed in a third column on the chart. In spite of the preponderance of starchy foods in their diet a number of children were more than ten per cent underweight; others were more than ten per cent overweight, and only a few fell in their normal weight range. It was obvious that better eating habits were needed in the majority of the homes. How could you help the mothers recognize the need without antagonizing them? You remembered Mrs. Hansen's comment that she had heard a great deal about what was being done in the school. You were aware that some comments were unfavorable, and that some of the parents thought too much time was spent in play at the school.

Mr. Gunderson, Christine's father, had stopped in one morning on his way to the creamery and called you into the cloakroom. "Christine has been talking at home about playing

with the first grade during school time," he said curtly. "We send her to school to study, and I don't think she should be wasting her time playing."

You were startled, but you said, "We're just having third grade reading. Won't you come in and see how well Christine reads?"

He had come rather reluctantly and listened until the class was over. Then you had suggested, "Christine, wouldn't you like to show your father some of the work you have been doing with the first grade?"

After she had showed him the number games and reading games she sometimes supervised and some of the sewing and construction with which she had helped, you sent her to do her seatwork and invited Mr. Gunderson to come to your desk. You gave him the arithmetic and spelling records and samples of writing and drawing which were filed in her record folder.

"She is ahead of her grade in her school work," you told him, "and she is too young to promote to fourth grade. I have let her help with the first grade because it gives her some responsibility and the experience of teaching the younger children. She is very understanding with the little ones, and I believe she would make a good teacher when she grows up. Of course that is looking a long way ahead, but this work with the little children might give her an interest in it."

He had only said, rather abruptly, "Well, that's something to think about," and had gone, leaving you uncertain as to his real reaction.

In spite of Mr. Gray's optimistic comment about the parents' attitudes reflecting the children's liking for school, you realized that it was not a foregone conclusion. You could go ahead in your innovations in the school only as fast as the parents' understanding and approval kept pace. You had been wonder-

ing: Would a school lunch project offer a beginning for co-operation between the school and the homes? You would try to find an opportunity to talk it over with the mothers at the Open House.

Plans for the Open House were in readiness now. There had been several questions to settle. Should it be held in the daytime or in the evening? If the latter, how could lights be provided? How were the guests to be seated, now that the extra seats were removed? What food should be served? You had suggested an afternoon program, because you wished the parents to think of it as a part of the regular school work, not as an entertainment. You hoped they would form the habit of coming to the school without an invitation, to see what the children were doing. The children had objected at first. They "never had programs in the daytime," they said, and anyway their fathers wouldn't come then. They admitted certain advantages: lights would not be needed and afternoon would be a better time for the babies who would have to come with their mothers. They decided to ask their fathers and, surprisingly enough, found that they were in favor of it. The fall plowing was almost done, and they "wouldn't have to hurry with the milking then."

The problem of the seating was a knotty one. "We could double up," the children said, but even then there would be only twelve extra seats, in addition to the stools. Finally someone thought of the "Ladies' Aid chairs" which were kept at the church and taken each time to the home where the meeting was to be held. Arrangements were made with the president of the Ladies' Aid Society to borrow a dozen folding chairs. When Alvin offered his father's services for bringing them to the school, that problem was solved.

Then the all-important matter of lunch was discussed. "Sandwiches, cake, and coffee," was the first suggestion, but

there was no stove on which to cook coffee. Finally sandwiches, cookies, and cider were agreed upon as available in the various homes and possible to serve with the school facilities, and each family's share was assigned.

On the Saturday which intervened between your stock-taking and the Open House you went to the county seat to look for more reading materials at the library. There were a few books on foods which were suitable, a number of simple, colorful storybooks which the primary grades could read, and several reference books and historical stories for the eighth grade. But you could see that the library's resources were limited.

Would Mr. Gray have anything at his office? He was not busy and greeted you cordially: "Well, how's the Open House coming?"

When you told him that it was in the afternoon, he looked disappointed. "I'm afraid I can't bring any teachers out then. Doubt if I can even get there myself," he said.

You expressed your regret and explained why you had chosen the afternoon hour. Then you asked if he had any books which you could borrow for the school.

"Yes, I have a few you could borrow, and I have samples of most of the recently published textbooks. Why don't you look them over and see if there are some you'd like to have in your school? I think the board would buy you single copies, even if they couldn't afford to buy sets. I notice that school boards will usually buy books when the teacher asks for them by name, whereas they don't bother if she just says she 'needs more books.' Look over the samples here and make out a list. Be sure to put down the publishers, so they'll know where to order them, and I bet you'll get your books!"

You went over the textbooks carefully, and listed a newly published series of health books full of simple, understandable

explanations about vitamins and calories and food selection, two new social studies books with history and geography woven together as you were trying to do in fifth and sixth grades, a simpler history than their own textbook for the eighth graders, and a half dozen pre-primers and primers for the primary grades. Then you selected some science books and a pictorial history from the loan shelf.

"So many of the children at Riverside School are poor readers, or read better orally than silently," you said to Mr. Gray. "I think it's because they've never had a variety of simple books to read. The few we have in our school library are too hard for most of them. They have very few books at home, too. I've often wished we had some books at school that the young people out of school, and the parents, too, could borrow. They seem to have so little to do with their leisure time. I'd especially like to have some for them now, with winter coming. The young people have so much free time then."

"Have you ever heard of the traveling libraries which the state library furnishes? You can get forty or fifty books and keep them for a month; then you can exchange them for a new set. I have some pamphlets giving the regulations."

"Are they all for adults?" you asked.

"No," he answered, "they are for all ages. The library sends you lists and you can choose what you want. Of course someone has to pay the transportation, but book rates are cheap now, only three cents a pound by parcel post."

"I don't know how we could raise the money," you said doubtfully, "but it would certainly be a boon to the school, and to the district, too, to have more books. The children are interested in so many things that aren't in their textbooks, and they seem to learn so much just from browsing through books and magazines. I wish we had a good children's encyclopedia, too. They need, especially before they go to high school, to learn

to find information for themselves by using many different references. I'd like to do more of that kind of work with the eighth grade."

As you left with the neighbor who had brought you to town, Mr. Gray said, "You're welcome to any of these books from the loan shelf; I'm glad to have them used. But if I were you I'd try to figure out some way of getting a traveling library." And as you rode home your mind was busy with possible plans for financing such an arrangement.

The day of the Open House came at last and the children were at school early, arranging charts, putting final touches on the simple costumes for the fire prevention play, and arranging the serving table. You had planned your classes for the day with especial care, so that the children would have the feeling of regularity and order and would not be in a state of excitement and tension when the parents came. During lunch you reviewed the making of introductions, and checked to see that each committee had its duties clearly in mind.

Each child had some part on a committee and in the program, and you had tried to see that those who needed self-confidence and assurance had special responsibility.

When the parents began to arrive, the children received them, introduced those you had not met, and then took them around the room to see the various materials on exhibit. Everyone exclaimed, "How nice the school looks!" and the children beamed with pride in their accomplishment.

The program was very simple. The program committee explained that there were two parts, the first on houses, the second on foods. Ruby introduced the fire prevention play with a short explanation of the activities of Fire Prevention Week, and "Major Fire Destruction" was enthusiastically vanquished. Louis Bergen introduced the lumber "movie" with a brief résumé of the activities which had aroused interest in

the sources of lumber. The three fifth graders pointed out the main lumbering regions on the wall map of the United States, and then took turns explaining the meaning of each of the "moving pictures," which showed the successive steps through which the lumber used in the seat runners and stools had gone before reaching Riverside School. The panels had been pasted side by side to make a long strip, which passed from the roller on one side of the box opening to the roller on the other side. Elmer, from third grade, had been elected to "run the movie" and proudly turned the crank as each fifth grader finished his talk.

Next the children chosen as "guides" explained the class-work which had led up to the making of each of the charts in "The Big Book of Houses," the construction of the diorama, and the processes involved in planning and making the stools, the model house, and the magazine rack, and in mounting the seats on runners.

None of the talks had been memorized, but the content of each had been worked out by the selected speaker and criticized by the group during the preceding days. Because of their frequent opportunities for discussion, the children had overcome much of their reluctance to speak. Now each did his part well, centering his attention upon the subject he was presenting rather than upon the audience.

With the first graders you had worked out in class the little "story" which each was to tell and had let him tell it to the whole school once or twice so that he would not be shy when he faced the larger audience. They brought the first part of the program to a close, telling the visitors how each of the furnishings of the play corner had been made, and each read his favorite story from the "Big Book." Helen's turn was last and she said with careful precision, "Now we are going to have Open House in the play corner. Will you please come to

visit us? Then the guides will show you the other things around the room."

While the parents were moving from one exhibit to another, the lunch committee made final preparations for serving. The long work table was inviting, with a strip of white crepe paper laid down the center of the green oilcloth and with Christine's begonia, still full of pink blossoms, as the centerpiece. At one end pink waxed paper cups were grouped around a tall green pitcher of cider; at the other end plates of sandwiches and cookies were ready to be passed. Mrs. Anderson had been invited to "pour," and she was escorted to her place, the visitors were ushered to their seats, and lunch was served.

Meanwhile the program committee had replaced the "Big Book" with the diet and weight charts and had hung up the posters, "What We Eat" and "What We *Should* Eat." Colored pictures of foods, cut from magazines, made the posters graphic. The children explained what they had learned about the functions of the five vitamins and showed pictures of foods which supplied each most effectively.

For their part, each of the first graders held up a small poster which he had made and proudly read its message to the visitors: "Green vegetables make good teeth and bones." "Eggs and meat make muscles grow." "Milk makes us grow tall and straight." "Eat tomatoes and fresh fruits." Edith's poster had three sentences which she had composed: "Milk has vitamins A, B, D, and G. It makes children healthy. We should drink three glasses a day."

The second part of the program closed with a song, "The Vegetables' Frolic," which you had found in one of your school magazines, and the children bowed happily to the warm applause of their audience.

"There are still a few minutes before it is time to go home.

Wouldn't you like to go out and play?" you asked them. They scurried out and you turned to the visitors. "I was hoping I would have a little while to talk with you today," you said. "There is something I want to ask you. Our study of foods has made me conscious of the children's need for something hot to eat at noon. Most of them have breakfast at seven and no hot meal again until six. They have a long walk in the morning and again after school. Now that the weather is getting colder, it seems to me that they ought to have something hot for lunch. Do you suppose that we could work out any way to provide it?"

Mrs. Anderson responded at once, "Yes, I think they should, too. I used to send a thermos bottle with Alvin and Ellen last winter, but now that Frank's in school, too, I haven't one large enough. I'd be glad to help. Did you think of trying to cook something at school?"

"I had thought of several plans," you replied. "The children could bring small jars of cocoa or soup, and we could heat them in a large, flat pan of water on top of the heater. Or one family could send enough of some hot food for all, each day. Of course that would necessitate someone's driving to school. Another way would be for each family to supply milk or vegetables or whatever food was needed each week, and lunch could be prepared here—although we would have to get a stove and cooking utensils. We could buy the food, if you preferred, and charge each child a daily fee, but that would be rather hard for the families who have several children in school. Each plan seems to have some problems involved, but I believe that we could work out one which would be satisfactory."

Several suggestions were offered, but no plan was decided upon. "There are only seven families represented here today," Mrs. Anderson said finally. "Why don't we talk it over with

the others who live near us, and have a meeting here at school next Friday afternoon?"

Her suggestion was agreed upon, and you brought the meeting to a close: "Thank you for your help. It has meant so much to the children to have you come today. I hope you will come often. We hope to have an Open House every month. But please don't wait for an invitation; just stop in when you are on your way to the store or the creamery. We will always be glad to see you."

As they said good night, each of the visitors had some comment to make about the afternoon's activities:

"Well, this is a different kind of program than we've had before, but it's much more interesting than dialogues and pieces."

"These children are learning practical things this year, Miss Lee; that's what they need."

"Freddie likes school so well now that he never wants to stay home any more."

"I learned a lot about vitamins myself this afternoon."

"I didn't know Helen could speak so plainly; she never does at home. I'll remind her from now on."

"Christine is so happy in school, Miss Lee, and her father is pretty proud that you think she could be a teacher."

Mr. Anderson was inspecting the stove and the fire extinguisher and trying the windows, so they were the last family to leave. Mrs. Anderson shook hands cordially. "Our children were never so happy in school, Miss Lee. They talk about it all the time at home," she said.

Mr. Anderson chuckled, "Those first graders are the biggest toads in the puddle, aren't they? I'll bet Frank's said that speech of his a hundred times, he was so anxious to have it right."

Wearily you dropped down at your desk to think over the afternoon. The children had done their parts with a smoothness and poise which you had hardly dared to expect. The long, careful planning, the division of responsibilities, and their eagerness to make the Open House a success had all contributed. There had been more adults than you had anticipated seeing, too. Eleven parents, two school board members, Mrs. Hansen, and several older brothers and sisters had come, and they all seemed to enjoy their visit.

You had been disappointed that some of the parents you were most eager to see had not come. Donny's mother had sent a note of regret; Anna's mother was ill but managed to let Anna come for the afternoon; and the Bergen children and Rose and Rudolph had not mentioned their parents, and you hesitated to ask about them. Perhaps if you wrote each of the absent mothers a note, she might be encouraged to come to the meeting on Friday to share in planning the school lunch project.

The following Monday you found time to write to the state library for information about traveling libraries, and you soon received the lists of books which might be ordered. You surveyed the thick sheaf of pages almost with dismay. What to choose? A famine and now a feast of books! Carefully you selected twenty which seemed, from the annotations and the grade ranges given, to be suitable for reading and history and geography for the various grades, and you added a few books on foods. Then you tried to select some in which the young people and adults might be interested. This was much more difficult, for you had little knowledge of their interests or reading abilities; but at last you had a list of about forty adult books which seemed promising. You would ask the parents who came to the meeting on Friday to select from your list

books which they would most like to read. If they accepted the plan which you had been formulating, the order could be sent in at once.

Fifteen parents and the two school board members who had no children in school came to the meeting. You asked them if the school children who wished to might join the group, and the rest were dismissed. The suggested plans had been widely discussed, and the choice seemed to lie between the last two. According to these plans, the lunch was to be prepared at school, and the materials were to be either supplied by the families or bought. After further discussion, in which the children reported the preferences of absent parents, it was decided that those families who preferred should provide materials from their dairies or cellars, and that the others should pay fifteen cents a week for each child's lunches. This income would provide a cash fund for buying cocoa, sugar, and other materials not available on the farms.

The women had planned for the necessary equipment. An oil stove with an oven, used in someone's "summer kitchen," could be loaned for the school months; cooking utensils had been offered; and each child could bring his own cup, plate, and spoon. The cloakrooms were studied, and it was decided that one could accommodate all the wraps, if a rack and coat hangers were used instead of wall hooks, and the other could be converted into a kitchen. The need of a rodentproof and dustproof cupboard for supplies and dishes was discussed, and the school board agreed to provide the materials and to hire Mr. Lind to build a cupboard and a worktable in the cloakroom.

Encouraged by the intelligent planning and co-operative attitude of the group, you broached your plan for securing needed books for the school. "As you saw at the Open House,

the children are interested in a great many different kinds of subjects. Their textbooks do not answer all their questions, and we need a variety of informational books on houses and foods, on geography and history, on science and inventions. Our school library is very limited—it is all contained in this one small bookcase. I have found that we can borrow fifty books every month from the state library. I had thought of getting half the books for the grownups in the district—novels, adventure stories, books on farming and gardening. Would you be interested in having some books here at the school which you could get to read? Here is a list of some possible ones we could order." You described a few of the books and passed the list around with a request that they check those they would like to read.

Then you went on, "Would it be worth five cents a week to you to have one of those books to read? If you would be willing to pay that to the school as a service charge, the children would check the books out and in and deliver them to you and to your neighbors. The accumulated service charges would, I believe, cover the cost of the transportation which we must pay each month."

They talked it over among themselves, and one of the school board members acted as spokesman: "We've needed a library nearer than Springville for years, and no one's ever done anything about it. You go ahead and order the books. If your service charges don't cover the transportation, the school board will make up the difference. We haven't kept up the school library because we've been expecting to consolidate with Springville as soon as the paved road goes through; but I think this is a pretty good school right now, and I'm in favor of keeping it as it is. We've decided to fix up this building so it will be a little less of a fire hazard. We'll keep the lower grades

here, near home, even if we do decide later to transport the older ones. We've asked Lind to come up, as soon as he's through with the new house, and begin repairs."

During the next week, while the kitchen was being completed, you and the children made preparations for the lunch project. Each family which was to supply food was asked to submit a list of stored vegetables and canned foods which it could furnish and an estimate of the amount of milk it would provide weekly. You and the children combined the lists and estimated what hot dishes could be made from the foods offered and how often each could be served. Then two or three tentative weekly menus were made out, and the amount of each food needed for each day was listed, together with the name of the family who would provide it. The weekly amount of food from each family was limited to fifteen cents' worth for each of the children in school, at the approximate market price received by the farmers for that commodity.

Most of the foods offered were vegetables and canned fruits, and enough milk was promised to supply cocoa or cream soups three times a week. Tomatoes predominated among the canned foods and many of the children professed not to like them. "Let's find some new ways to cook them, then," you said. "See what you can find in the magazines, and I will borrow a cookbook from my mother the next time I go home."

Recipes began to flow in and were placed in a loose-leaf "Riverside Cookbook" for the new kitchen. More green oil-cloth was secured, and each child made himself a "lunch cloth" for his desk. All the preparations for installing the hot lunch service had been made except for organizing the committees.

"I wonder," you began one morning during the planning period, "if you would like to have a different plan for manag-

ing the noon lunches. We'll need a treasurer to take care of the money, and we could elect other officers and have a real club."

The children were enthusiastic. "Can we elect our officers right now?" they asked.

"It might be better to think about it a little first," you answered. "Getting lunch will be fun at first, but after a while it will seem just hard work, like carrying in the wood every day. I notice that some of you forget that you're on a house-keeping committee sometimes, now, though you asked to be chairman. If we forget our lunch committee work, everyone will have to go without hot lunch. It will be part of the officers' duties to help the committees remember their work. So we must think over just what the officers are to do and select them very carefully."

After several periods of discussion and planning, the officers were elected and the committees organized. The four former committees were retained, and a new one for preparing and serving the lunches was added. You mentioned that many clubs invited a few older people to work with them as advisers, and the children carefully chose Mrs. Anderson, Mr. Leidel of the school board, and Freddie's mother to become the club's advisers. Alvin suggested that most clubs had constitutions, too; so the eighth graders, who had been reviewing the national Constitution, volunteered to draw up a constitution and present it to the club for consideration.

Mr. Lind completed the remodeling of the cloakroom, the equipment was installed, and hot lunch service began. At first, especially on days when fresh vegetables had to be prepared, there was some confusion, and interruptions of the day's program occurred. But gradually the lunch committee was reinforced and reorganized until a smooth-running routine was established. Because of the limited space in the kitchen, it was

found best to divide the committee into two sections, one which made early-morning preparations and attended to the cooking, and one which served the food, washed the dishes, and straightened the schoolroom and kitchen after lunch. New committees were selected each Friday morning at the club meeting, and one member of the former committee was retained each time as chairman of the new committee. By this plan the experience gained by each committee was transferred to the next, and efficiency in the work increased from week to week.

Colder days and fall storms kept the children indoors longer at noon, and there was ample time for a leisurely, social lunch. The first graders and Edith often "set the table" in the play corner and ate their lunches there. The others grouped themselves informally and chatted companionably as they ate. Sometimes everyone played Tea Kettle or a guessing game, or one child read aloud. Neatly arranged desks, correct eating habits, and agreeable table manners were gradually recognized as important, and the lunch period became one of the pleasantest hours of the day.

A wide variety of class activities was stimulated by the lunch project. In language classes the care and preservation of foods was studied, and cleanliness was emphasized as the most vital factor. Those who prepared the food and served the lunch were required to wash their hands thoroughly, to have neatly combed hair, and to wear clean aprons. Gradually, children who had been careless in their personal appearance came to school clean and tidy, in order to be assured of selection for the lunch committee.

The primary children, as part of their arithmetic, had been learning to read the thermometer and had been keeping a daily record of the indoor and outdoor temperatures. As the weather became colder, they began to discuss ways in which

birds, animals, and human beings prepare for the winter months. Freddie helped them build a bird feeding station, and the types of food needed by seed-eating and insect-eating birds were studied. The need of fats and starches for warmth and the vitamins supplied by seed coats were discussed. Lists were made of the methods of storing food used by wild animals, and of those used by human beings in providing for themselves and their domestic animals.

Hibernation, as a means of preparing for winter, was brought up, and this led to discussions of the need of all living things for sleep and rest. The children kept records of their own hours of sleep and learned to tell time as a necessary skill in such record keeping. Because they rose so early and had less chance now to be out of doors, they were encouraged to take a short rest every day. Individual rugs or blankets were brought, and the play corner was used as a resting room for a time each afternoon.

The fourth grade read about the means of food preservation used by the missionaries, the *voyageurs*, and the early pioneers in the state and made some experiments in dehydrating common foods. The fifth grade made a food map of the United States, showing sources of meats, fruits, and grains, and they studied the various ways in which refrigeration was used in preserving and transporting foodstuffs. Correspondence with a refrigeration plant in a neighboring town brought information about quick-frozen foods, and the children began to discuss the possibility of taking an excursion to the plant.

The sixth grade studied the relationship between the lack of food preservation in medieval Europe and the purposes underlying the Crusades and Da Gama's and Columbus' search for the "spice islands." The seventh grade studied the food imports and exports of South America and compared its European trade with its North American trade. The eighth

grade discussed the effects of the War Between the States and the Reconstruction Period on food production and diet in the Southern states. Silent reading improved rapidly as these interests stimulated exploration in the books secured from Mr. Gray's office and the newly purchased textbooks.

In the middle and upper grade arithmetic classes the calories provided by different types of foods were studied. Low-calorie and high-calorie menus were computed for children in the overweight and underweight ranges, and you were surprised at the ease with which decimals were understood, when the children saw real use for them in their daily lives. The lunch accounts were audited each week by one of the four upper classes.

When the funds on hand began to amount to more than ten dollars, the children became concerned about their safe-keeping, and a checking account was suggested. The club treasurer went to Springville to investigate the possibilities and reported that a monthly service charge was made for small accounts, but that the cashier had suggested that the club's account might be included under the school board's if the school board treasurer would consent. A committee was appointed to discuss the matter with the board members, who agreed to the plan, and the club treasurer at the next weekly meeting proudly presented a glossy check book inscribed "Riverside School. Thomas Karp, Treasurer. Gertrude Lee, Sponsor."

The duties of the various committees had given many opportunities for co-operation and leadership. Shy children like Edith and Helen had gained a sense of their contribution to group welfare; Donny and Norma had learned to share responsibility with the older children; Rose and Ruby had developed new assurance with their improvement in appearance; Tom was working more considerately with the younger chil-

dren. All had learned to provide time for the co-operative lunch work in planning their daily schedules.

The correction of physical defects was still unaccomplished, but dietetic needs were gradually being met. The vegetable and milk dishes served at noon helped to supplement the former deficiencies of the lunch pails, and the children themselves took more care to bring canned fruits instead of pastries and to include more egg and cottage cheese sandwiches. Often, while they ate, they played a game which they had devised. It was called "Guess What" and consisted of the statement, "I've got a vitamin in my lunch today; guess which," and of questions like "Is it vitamin B in oatmeal cookies?" "Is it vitamin G in butter?" until the lucky guesser won the next turn.

One of the children found a vitamin game* advertised in a magazine and sent for one. It was a variation of parcheesi, scoring a certain number of points for each serving of foods containing iron, calcium, and vitamins A, B₁, B₂, and C. The older children were soon playing it with zest, and they made lists of the highest-scoring foods to take home to their mothers, so that they could raise their daily scores.

Fresh meats were not common in the homes, except when a farmer butchered; so part of the lunch fees were used once a week to provide meat for stews or vegetable soups. New recipes for tomatoes, cabbage, stews, and other common foods were tried out in school and often taken home; and a general interest in improved diet spread gradually through the community.

Occasionally the club advisers would stay for lunch, and the children enjoyed serving them and including them in the conversation. The advisers were invited to come to the Friday morning club meetings, and usually one or two would be

* "Vita-Min-Go." Springfield, Ohio: The Crowell-Collier Publishing Company. \$10.

present. As the committees made their reports, new problems were brought up from time to time and solutions worked out with the advisers' help.

The water committee reported that the wash bench was in the way in the cloakroom now and suggested moving it into the room, to a space near the stove. It made an unattractive spot in the room, and means of beautifying or screening it were discussed. Freddie's mother offered a wallboard screen which she was not using, if the children would paint it.

The cloakroom committee reported that galoshes and rubbers were too crowded under the new coat rack, and the boys, with Mr. Leidel's help, made a slanting trough at each side of the cloakroom floor in which the outdoor footwear could be kept.

The heating and ventilating committee was finding its work increasingly arduous as the weather grew colder. It suggested that a door from the woodshed, directly entering the schoolroom near the stove, would reduce the long carry around the building and into the front door. The sweeping committee heartily seconded the suggestion, because of the dust and chips scattered when the wood was carried through the room. Mr. Leidel was absent that day, so the committees drafted a petition to the school board.

At the next Friday morning meeting all three of the board members were present. They listened attentively to the children's reasoning and studied the location suggested for the door. "It's a good practical idea" was their verdict. "Mr. Lind is going to cut a trap door into the attic, clean the chimney, and make a ladder for the school. He can just as well make the door, too. It won't cost much more."

The first packages of books from the state library had arrived the afternoon before, and you had saved them, intending them as a surprise at lunch time. Now you asked the board

members if they would like to see them. The children were all agog, and their exclamations of "Oh, lookie!" and "Just what we were wanting!" and "Can I take this home tonight?" were full evidence of their appreciation.

"Where are you going to keep them?" one of the men asked.

"I hadn't thought of that," you answered. "I suppose we can make some orange crate cases."

"Why not let Lind make a new bookcase while he's here?" they asked each other, and the matter was decided.

Few of the children had used a library, so you explained how books could be charged out to those who wished to take them home, and a new committee was appointed by the club president. You also explained the plan for paying transportation charges and asked for their co-operation in interesting the older members of their families in using the traveling library. As the circulation gradually began, the committee, with your help, worked out an organized system of charging and keeping accounts. Each week the circulation among adult readers grew, and the library fund prospered.

The interchange of services between the school and the community which you had hoped for was coming into being naturally, as each group recognized needs and tried to meet them. The school was finding opportunities to supplement the lacks which existed in the community and to develop in the children a sense of their responsibility in helping to meet them. The parents were taking new interest in the school's activities and were sharing in them to some extent. But how much, beyond their recognition that the children were happier in school, did they understand the individual and social growth which was taking place?

As you made out the report cards at the end of the month you realized how little the A's and B's represented the growth which a child was making, and how inadequately a D or E

could express his needs. His record folder showed so much which could not be indicated to the parents by marks. After you had finished the report cards, you took the record folders for the children of each family and studied the information there. Each child had made some growth which his parents should know about; each one had some needs which they could help him to meet. Carefully you wrote a brief, informal letter to each of the eleven mothers, trying to help her see each of her children as he fitted into the school group, and giving one or two suggestions as to ways in which she could help him at home.

With the letters to mothers who had failed to attend the Open House you took special pains. Rose and Rudolph were happier in school and had good report cards. Yet there was some lack of real "belonging" in their relations with the other children. If you could get their mother to come to school and give her a sense of being welcomed in the same way as the other parents, perhaps it would help to build up the family's status in the community. To her you wrote:

Rudolph has made the best progress this month of any since school opened. He has done especially well in his reading and has read more of the new library books than the others in fourth grade. He has helped decorate the screen for the wash bench and has made two posters on foods.

Rose, too, has been doing very good work this month, as you can see by her marks. But I am even more pleased with the way she has been helping us with our hot lunch work. She showed the older girls how to make the scalloped cabbage dish which you suggested, and has been very neat and careful in all her work on the cooking committee. The girls have admired her pretty apron and the new way you have been combing her hair.

We were sorry that you could not come to Open House. Can't you come some day and have lunch with us, and see the many things which Rose and Rudolph have helped to do to make our schoolroom attractive?

Norma's mother was rarely able to go out, and you hesitated to go to the house. Yet Norma was beginning to show much greater maturity in school, and you felt that she needed more recognition at home. After you had finished the sections on Anna, Ernest, and Arthur, you wrote a carefully worded paragraph about Norma:

Norma is making good progress in learning to read and is taking greater part in the playground games. This week she has been on the housekeeping committee and has not once forgotten her duties. She was delighted when she was chosen for the lunch committee for next week and said, "That's because I didn't forget!" Perhaps she could have some task at home now, to do every day, which would give her the same pride in being able to take responsibility.

I hope that you will be well enough to come to the next Open House, which we are planning for the coming month. We missed you at the last one.

As you filed the carbon copies in the children's folders, you felt well repaid for the extra time the letters had taken. Writing them had helped you to visualize each child a little more clearly in relation to his home situation, and had given you a conception of the general needs of the group, with regard to their home relationships.

As yet there had been little chance to help the homes understand and meet their children's needs as you saw them, except, to a certain extent, in diet. The school lunch project had opened the first door to co-operative effort. Perhaps these letters would encourage the mothers to come to talk with you about the children. Only through sharing in their guidance could you both contribute to the children's most successful growth.

6 • USING AND CONTRIBUTING TO COMMUNITY RESOURCES

DURING THE WEEK ENDS Mr. Lind had been making the new door into the woodshed and the trap door into the attic over the schoolroom. Now, in the hours before and after school, he was working on the bookcase for the traveling library, and the children watched his skillful handling of tools with admiring interest.

"Miss Lee," they said, "we need another table where we can sit and read. Couldn't we make it while Mr. Lind is here? We can find enough lumber at home, and he could show us how to brace it so it would be steady." Mr. Lind consented, and the materials were brought. He supplied working diagrams for several types of tables, and the children discussed height and size. Since the school board had bought a dozen folding chairs after the Open House, the height of the new table was planned to fit the chairs, and its length and width were adjusted to the space between the play corner and the wash bench. When it was completed, it was covered with green oilcloth. Surrounded by the folding chairs and placed conveniently near the bookcases, it made a serviceable reading center.

The plants had been taken home because the schoolroom was now too cold for their safety during week ends, and the room seemed bare and cheerless without them. "Let's make

some winter bouquets," you suggested. "There are many lovely things in the woods and fields." Several noon hours were spent in the woods along the river and in meadows near the school. Branches of alder catkins, bittersweet, black alder berries, sumac fruits, red osier, and golden willows were found in the woods and thickets. Milkweed pods, goldenrod heads, rose hips, heads of wheat and barley, and grass plumes were abundant in the meadows and fields. The children explored their own yards for berries and brought in sprays of snowberry, barberry, cotoneaster, mountain ash, and high-bush cranberry. Pampas grass, Japanese lanterns, everlasting, babies'-breath, and honesty came from various flower gardens. Crockery jars were found to make good vases, and glass jars of pleasing shapes were painted green or yellow. The children spent hours trying various combinations and arrangements, and learned valuable principles of mass and balance and color as they experimented.

During the noon excursions many small growing things had been found among the leaves on the floor of the woodland and in swamp meadows, and you suggested an indoor garden. You found a large rectangular aquarium at home, and with the children you hunted out mosses and plants which would live through the winter. The bottom of the tank was covered with gravel and then carpeted with thick layers of humus and moss. Goldthread, wintergreen, twinflower, partridgeberry, and bog cranberry were carefully transplanted into the mossy bed, and pipsissewa, ground pine, and cedar, pine, and maple seedlings were grouped among them for miniature trees. Tiny clumps of cladonia and reindeer moss were clustered around lichen-covered stones, making a diminutive rock garden at one side. The garden was lightly sprinkled with water, covered tightly with a sheet of glass, and placed on the window ledge.

The condensation of drops of water on the cover of the ter-

arium garden during the hours when the sun shone on it, and the disappearance of the drops during the shady hours, aroused the curiosity of the younger children and led to a study of moisture in the atmosphere. The fogs and clouds of early winter days and the morning deposits of hoarfrost on trees and grass were observed, and their causes were discussed. The various opinions as to causes, expressed by the children, were written on the blackboard and were tested out by further observations and by simple experiments in evaporation and condensation. As an opinion was proved false, it was erased or modified, until true explanations were evolved. The eighth grade science class had been studying the subject of water and was able to guide the younger children in experiments and to offer some authoritative information beyond that which the little children could secure by observation or reading. A rain gauge was devised and daily precipitation recorded.

The fifth grade discovered precipitation maps in their geography books, and they began to study the variations which occurred in different parts of the United States. They prepared a talk to give to the rest of the school, comparing rainfall in their own area with that of other regions. This study led into a query as to why some trees and plants grew in their own community and why others did not. The food map of the United States which they had made earlier was checked with the rainfall map, and the effects of moisture on production were discussed. Soon they began to realize that other factors besides moisture affected the types of plants found in the various regions, and the simple facts of latitude and altitude were introduced.

While this work had centered in the fifth grade social studies class, all the children had become interested and often joined in the discussions about plant growth and the conditions which furthered it. When the fifth grade began to talk

about latitude, the older children were asked to explain to them the effects of latitude upon the amount of sunlight in a given region. They studied their geography and science books earnestly and practiced a simple demonstration suggested in the latter, to present to the fifth graders. The room was darkened, and a flashlight was pointed vertically at a sheet of white paper and the brightness of the spot noted; then the light was pointed at an angle and the difference in brightness pointed out. Next, one child held the globe while another pointed the flashlight directly at the equator. It could be seen that the greater the distance a region lay from the equator, the more slanting the rays which fell upon it. The children's own experience with the sun's heat in the morning and evening, as compared with that of midday, was used to help them understand the demonstration.

The first demonstration had been so helpful to the younger children that the seventh and eighth grades prepared a second, to demonstrate seasonal changes in sunlight. The flashlight was held by a child seated in the center of a large chalk circle drawn on the floor. A second child moved the globe along the circle, being careful to keep the pole pointed toward the north, and stopped at each quarter of the circle to indicate one season. The changes in the angle of the sun's rays and the lengthening or shortening of the days in the different seasons were pointed out.

As the demonstration was repeated and discussed during successive days, fall, winter, spring, and summer in their own region began to have new significance for the children. They began to notice that the sun set a little farther south each day and to keep a record of the exact time at which it set. A shadow-stick was set up in the yard, and every day at noon the lengthening shadow was marked by a small peg. Soon the series of pegs gave clear evidence of the gradual retreat of the

sun southward in the sky. The primary grades' daily record of outdoor temperature was kept on a large graph now, and although it varied from day to day, it could be observed to move steadily downward with each passing week.

As part of their work on water the eighth grade had been studying the wells on their own farms and had sent samples from them and from the school well to be tested at the laboratory of the State Department of Health. They drew cross-section silhouettes of the contours of their home farmyards showing the location of the wells in relation to barns, outdoor toilets, and other sources of seepage, and they began making models of sanitary wells—a drilled well, and a dug well properly protected by a concrete cover—in chalk boxes fitted with glass covers. The boxes were set up on one side, the opposite side removed, and the interior filled with layers of small rocks, gravel, sand, and top soil to represent the strata found in the local soil. A cardboard pump, with a transparent soda-straw "pipe" inserted next to the glass, represented the drilled well. A colored drawing of a rock-lined well half full of water was placed next to the glass in the other box, and a gray paper platform under the pump demonstrated how the dug well was protected from surface impurities.

Interest in home wells spread to the other grades, and they came to school with many questions which their parents had raised in discussions at home. "Can't the eighth grade show their models at the Open House so our fathers can see them?" they asked.

Preparations for the second Open House were completed, and the children wrote invitations to their parents, to friends and neighbors who had no children in school, and, at your suggestion, to Mr. Gray. They had talked over the first Open House many times and had suggested some changes to be made in planning the second. Since they wanted to prepare

all the food for it at school, they stayed late several afternoons, baking oatmeal cookies in the oilstove oven and popping corn for popcorn balls.

A large group gathered on the afternoon set, and even with the children sitting two in a seat, every chair and stool was occupied. Nine of the eleven families were represented, all three members of the school board were present, and a number of neighbors and young people had come. Just as the program began, Mr. Gray appeared with three teachers from neighboring schools. "Since you insist on having your Open House in the afternoon, I had to tell these young ladies to give their children a holiday this afternoon," he said as he shook hands.

The club president presided at the program, and the first ten minutes were given over to his brief explanation of the purposes and organization of the club and to the secretary's and treasurer's reports. The secretary gave a summary of the number of meetings, the main business carried out at each, and the attendance of the advisers. The treasurer reported receipts from lunches and library charges and expenditures for food and for transportation on library books. He announced that a small balance had resulted from the first month's activities and that this was being applied on the loan which Miss Lee had made for buying the curtain material.

Then each committee told of its work for the month: the heating committee thanked the school board for the new door; the water committee called attention to the screen for the wash bench loaned by one of the advisers; and the lunch committee reported on the variety of hot dishes served and invited the parents to inspect the kitchen and cloakroom at the close of the program.

The primary children gave a play which they had made up, with stick puppets representing various vegetables with smiling faces, leafy arms, and root legs. The fourth graders showed

the terrarium, told the names of the plants and where they had been found, and exhibited a number of smaller jar-gardens which the children had made to take home. The fifth graders showed their food map and explained the reasons for differences in plant life in different regions. The sixth and seventh grades gave the two demonstrations with globe and flashlight to show how seasonal changes affect the growing seasons in various latitudes.

Last, the eighth graders presented their models and reported on the findings of the state laboratory concerning their home wells. The four samples submitted had been rated safe for drinking purposes, and each of the three children showed the cross-section drawing of his own farm and explained how the water was protected from contamination either by correct location or by deep drilling. Then they asked the members of the audience if they would like to have samples from their wells tested. The men asked many questions about causes of contamination and how they could be found and eliminated, and most of them volunteered to have their wells tested. Neither the children nor their parents could answer some of the questions, and these were put aside for study and for future reports.

While hot cocoa and cookies and popcorn balls were being served, you introduced Mr. Gray and the teachers, and asked Mr. Gray if he wished to talk to the group. After lunch he spoke briefly, praising the children's work and commenting on the changes in the schoolroom. He closed with a suggestion to the school board: "One of the things this school needs now is a good encyclopedia for these children. They are studying a lot of different things, and I know Miss Lee has a hard time finding the right books for them. Why don't you bring Miss Lee up some Saturday and look over the ones they have in the school library in town and pick out the best kind to order for your school?"

You gave Mr. Gray a grateful smile, and then rose and spoke to the children: "Now I have a surprise for you. I asked Anna's mother and John's father if they would come this afternoon and tell us about the time when they went to school here."

Mr. Foster spoke first and told of the large enrollment when he had been in school and related a few incidents which he thought would interest the children. Mrs. Carlson told something of the teachers who had taught during her eight years in the school and then went on to tell where each member of her class was now living and what each was doing. Some were still in the community; but one of the men was a doctor in Springville, two had gone to western states, and one of the women, Anna Neal, was teaching in the teachers' college where Miss Lee had graduated. Did Miss Lee know her?

"Why, yes! She was my critic teacher!" you exclaimed. "I will write and tell her I am teaching in her old school."

The others broke in with questions and reminiscences, and soon little groups were talking and laughing together all about the room.

As the guests gradually dispersed, and the lunch committee and housekeeping committees began to straighten the room, you found Mr. Gray and the teachers waiting to talk with you.

"I told them how all this started," he said. "They'd like to see how you keep your records of the children and ask you some questions."

They stayed for an hour while you showed them how the records had grown and explained how the children had moved from one center of interest to another.

"How do you decide what to do next?" they asked.

"I've just felt my way along a great deal of the time," you confessed. "I try to see what the children need most and what

will help them to grow in the directions which seem best. Of course I use the course of study, but often I change topics around to fit into what we are working on at the time. I hope that doesn't matter, Mr. Gray, if we cover all the material we're supposed to cover."

"No, I don't believe the order is as important as helping the children really *learn* what they study. When the material is related to something they are interested in, I think they will learn it more easily and remember it longer," he replied.

"But how do you make your daily plans if you don't follow the textbook or the course of study?" one of the teachers asked.

"I put down a list of things I want to accomplish each week, like the objectives in the lesson plans you make at teachers' college, and then block out each grade's work for the week. After school every night I think over what we did that day and plan each class for the next day. Then I type assignments for the five upper grades with carbon paper, and make seatwork for the little children. Every morning during the work period each child brings me his plan for his study periods during the day, and I go over it with him and give him the assignments for his different classes. He is supposed to read the assignment over before he comes to each class, and I check up to see that they all understand what to do before they go to work."

"Don't you have to change your plans sometimes, when children bring things to school or something comes up in class?" the teachers asked.

"Oh, yes, often I don't do just what I planned at the beginning of the week," you said. "New ideas come up in discussion, and we get started on another track. That's what I find most puzzling—I don't know how to *tell* whether some of the new interests which come up are worth following further. I often wish I had some sort of guide which would help me to choose the most valuable things to do. I wonder if Miss Neal

could suggest some books which I could get from the state library. I think I'll ask her when I write to her."

"This has been so helpful" the teachers said as they left. "Let's get together some other time."

"Why not come over here some Saturday morning?" you answered. "We could cook our lunch and have as long a talk as we pleased." A date was set for the meeting, and each teacher promised to bring a list of things she wanted to discuss.

On Monday the children were full of ideas. "Can't we find out where all the people who graduated from this school are?"

"Why aren't there as many people in school as there used to be?"

"My grandmother was telling us how she came out here from Ohio when she was just a little girl, and how they lived in a sod house at first. Could she come to school and tell about it sometime?"

"My grandfather's father homesteaded our farm. I wonder what it was like then."

"The river's freezing, Miss Lee. Pretty soon we can go skating."

"Are we really going to have an encyclopedia? I want to find out about airplanes."

"I heard on the radio that there was going to be an eclipse of the moon. Let's study about that next."

"Shall we start our planning period early today, so that we can decide what we want to do next?" you asked. As the children asked questions and made comments you made brief notes on the blackboard under the main themes to which they related: Early times in our community; Changes which have occurred since then; Where Riverside graduates are now; Eclipse of the moon.

"These are good topics," you said, "but I don't think we have time for everyone to work on all of them. How shall we

divide up?" Children from each grade had contributed questions on all four topics, and it seemed difficult to choose a topic for any one grade to work on. Finally you said, "Shall we just let each person choose the topic he wants to work on, and have four *groups* instead of grades?"

Each group elected a chairman, and they spent several language periods and afternoon work periods deciding on the questions they wanted answered, and wrote them on a section of the blackboard. You helped them revise and organize them, and each child in the group made a copy of the group's questions for his own notebook:

EARLY TIMES IN OUR COMMUNITY

Why did the first people come here? Where did they come from? How did they get their land? How did they travel here? What did they bring with them? Did all the people come at once? Were there Indians here then? Did they have to fight the Indians? How did they build their houses? Did they have any farm machinery? Where did they get their clothes? Where did they sell their crops? Did they have a school at first? Did they have a church?

CHANGES THAT HAVE OCCURRED SINCE THEN

How have the farms changed? Do people still raise the same crops? Do they sell them in the same places? What new buildings have been built since then? Is this the first school that was built? When was the store started? How long has the creamery been here? Were there ever any other businesses? Were there ever any other churches? What new roads have been made? When did daily mail delivery start?

WHERE RIVERSIDE GRADUATES ARE NOW

How can we find out their names? How many are still in our community? Are the families of the others still here? If not, how can we find out about them? What kinds of work are they doing?

ECLIPSE OF THE MOON

What is an eclipse? What causes it? How far is it from the earth to the moon? How large is the moon? Why does it change its shape every night? Why does it seem to follow us as we drive in the car? Why can we see it for so few nights every month? Do people live on the moon?

The first two groups found very little to help them in the books at school. Some found histories of Weston County at home and brought them to school, but they found the answers to only a few questions there. Their greatest resource for information was early settlers, or their children, who still lived in the community. It was slow work interviewing them, and their statements did not always agree, but bit by bit the children collected information and organized it into chronological form in a "History of Riverside Community." Now that they themselves were writing a history book, they began to appreciate the immense amount of searching and comparing which was involved in writing the history of even one community, and their attitude toward their history books and toward history in general became more favorable. As they studied the contributions of individuals to the growth of the community, they developed more understanding of the value of leadership and a new recognition of the importance of records. Now they saw purpose in analyzing the accuracy of information and organizing it into usable form.

The third group went to the school clerk to obtain a list of the graduates of the school, but they found his records incomplete and had to send a representative to Mr. Gray's office to secure lists for the missing years. Then they, too, began to ask people in the community for information and to write letters to others whom they could trace. Their data grew slowly, and there were many people whom they were unable to trace. But

they felt great satisfaction in what they did accomplish, and their project succeeded, more than anything else had done, in arousing interest in the school among those adults who no longer had children enrolled.

The fourth group found some material on the moon in the eighth grade science books, in Mr. Gray's books, and in their geography textbooks. The school's old encyclopedia, which was never used because it was so difficult to read, yielded some excellent diagrams which the children could enlarge and some explanatory passages which you helped to interpret to the group. On the day preceding the eclipse they gave a demonstration of the positions of the sun, the earth, and the moon as they would be during the eclipse, and reported the answers which they had found for their questions.

The plan of working by groups instead of grades had proved very satisfactory. The younger children in each group were stimulated to their best effort by the partnership with older children. Christine especially, who had asked to join the older children, worked with a new enthusiasm and took an active part in collecting information in the community. The older children gained in independence and self-confidence through guiding the younger children's work, and all the five upper grades had profited by the new organization.

The primary grades had not shown much comprehension of the questions with which the other groups were engrossed, and you had been using their language and reading time for reading and telling stories and for dramatization. They were having a thrilling time with fist-puppets now, and were learning to pick out the conversational parts of stories which could be read while the puppets were manipulated to represent the accompanying actions. Their oral reading was improving rapidly in fluency and expression, and when they did especially well with a story, they won the privilege of reading it to the

other grades or to the parents who occasionally stopped in to exchange library books and to visit for a short time.

Donny had been irritable and aggressive with the other children for a week or more, and at last you found, quite by accident, that he was unhappy and jealous over the attention given to the newly arrived baby sister at home. You thought the problem over carefully. If he had been given a part in the preparations for the baby's coming, it would have been a happy experience for him and would have helped to develop the unselfishness and consideration for others which he needed. Was it too late to build up a better attitude?

In your collection of inexpensive books you had two on baby animals. You put them on the play corner table and waited. The first graders were delighted with the pictures and coaxed you to read the stories accompanying them. As you did so, you all talked about how baby animals were fed and cared for by their mothers and how the children themselves cared for their kittens and puppies.

After they had enjoyed drawing pictures and composing stories about baby animals for a day or two, you asked, "Who has a baby brother or sister at home?" Norma's baby sister was nearly a year old and Donny's only two weeks; so you asked about differences in feeding them and spoke about the necessity for special protection for very young babies.

You asked Donny to find out just how his mother took care of their baby, and he came to school with many details about the feeding schedule which his mother had been given at the hospital, how the baby was bathed, and how much sleep she had to have. You thanked him for the information and said casually to the other children, "Donny's mother has a great deal of extra work to do now, while his little sister needs so much care. I'm sure Donny must be a help to her." He began to take pride in the baby's increase in weight and, at your

suggestion, made a little booklet called "Our Baby" in which he could keep a weekly record. He decorated it with pictures of babies which he cut from magazines, and announced that he was going to finish the book for his mother's Christmas gift.

The topic led the class on into a discussion of why so many baby animals, such as pigs, calves, lambs, and chickens, were raised on their farms, and into a study of foods and clothing secured from animals. Seeing Donny's book, the other three children wanted to make booklets, too. You suggested that they could make one called "How Animals Help Us" and make or cut pictures showing the different kinds of animals they had been talking about. This work brought about their first need for writing. When a child had a picture ready, he would bring it to you and dictate a sentence which he wished to put under it. You wrote it in large manuscript on lined paper and gave it to him to copy. When he was satisfied with his copy, he cut it off the sheet and pasted it under his picture. Now they announced to the other grades, "We can *write!*"

The river had frozen over solidly so that skating was safe, and the whole school spent its noons, and often the afternoon play periods, romping on the ice. Those who had no skates played tag games and broom hockey and seemed to feel no privation because of their lack of equipment.

The children's pleasure in the sweep of clear ice suggested a plan to you. You had long been trying to devise some means of starting a recreational group for the out-of-school young people, for you had realized this year, when you had not been going home every week end, how little provision for leisure activities there was in a rural community. The young people had no access to any organized activity and seemed to spend their free time "hanging around" at the neighborhood store or going to movies in the near-by towns. Physical education had been one of your special interests in college, and you had

a wealth of material on indoor and outdoor games which you could use. Having such a group would be a recreation for you, too, for you had little contact with people of your own age. You decided now that a skating party would be a good beginning.

Using the children's list of recent graduates who were still in the community, you sent invitations to all of them, asking them to come to a skating party on Saturday afternoon. Then you asked Mr. Anderson if you might use the school for indoor games and lunch following the skating. He was pleased that you wished to do something for the young people and gave his consent willingly.

About twenty young people appeared, and those who had no skates played games on the ice as the children did, while the others skated and played Crack the Whip. At the school they played indoor games while the cocoa was being heated, and they ate with relish the lunch you had provided. The informality of the outdoors carried over into the schoolroom, and they chatted and bantered gaily and spontaneously. It was evident that the party was a success, and you were encouraged to broach your suggestion of having one each week. Some of them preferred an evening meeting, and they fell to discussing means of providing lights.

"Why don't we have it like a club and pay dues? If everyone would pay a dollar, we'd have plenty to buy three or four gasoline lamps," someone suggested. The suggestion met instant approval, and a committee was appointed to secure lamps before the next meeting.

The club was well attended from the beginning, and new members came in almost every week. The weekly meetings were devoted to skating as long as the river remained clear, and several afternoons the young men came early to sweep off the first light snows. After the snow became too heavy, indoor

activities of various kinds were enjoyed. One of the girls played a guitar, and soon part of each evening was spent in singing. Charades led to a demand for a play, and a committee was detailed to find a suitable one. The increasing attendance and the pleasure which the young people showed in the club were proof that it was meeting a real need in the community.

Some of the older boys had heard their younger brothers' praises of Mr. Lind, and they began to ask if it would be possible to have another evening each week in which they could do woodworking under his direction. You raised the question of paying him for his time, but the boys were ready with a reply: "We go to town and spend forty cents for a movie and buy gas to get there. If ten of us would pay even twenty-five cents each evening, he could be paid, and we'd get more out of it." Mr. Lind enjoyed young people too much to refuse, and the first meetings were spent making workbenches and installing a cupboard for tools and supplies in the woodshed.

The girls were jealous. "We want another evening, too! There are lots of things we'd like to learn," they said. "Can you find someone to teach you?" you asked. They began to canvass the community for women who knew various handicrafts and found a number of skills available—knitting, braiding rugs, hooking rugs, fine sewing, quilting, and even spinning. They had a difficult time choosing which to have and finally decided to have a few evenings of each, if they could use the schoolhouse.

The school board had given permission in the first place for the recreation group to use the building once a week. The board had offered to furnish necessary fuel if, in return, the young people's gasoline lamps could be used for all the other evening meetings at the school. They had extended their offer to two evenings, but you were uncertain whether they would wish to furnish fuel for a third. The girls insisted, and you

agreed, that there was not room for them during the wood-working class and that it would be difficult to hear. So they sent an appeal to the school board for permission to use the school another evening. Mr. Leidel stopped at the school one day and with his usual mock gruffness said, "What's this about a sewing bee? Tell them sure, they can use the schoolhouse! This school's been here for forty years and we're just beginning to get our money's worth out of it. That's what it's for—to use! Don't bother about a little wood."

The young people came regularly—by car if the roads were good, sometimes by horse and wagon, and in the heaviest snowstorms on skis—and the school was a busy place. The older women who came to teach often remained as students in the next section of the class; and the older men dropped in to ask Mr. Lind about some construction problem or to work with their sons on a piece of equipment for the farm or house.

You did not attend the classes regularly, but you went often enough to show your interest, and frequently you found an opportunity to talk with one of the mothers about questions relating to her children. Rose's mother had been asked to teach the girls the cable stitch in knitting, and you had your first real talk with her after the class. Being asked to share in some community activity had somewhat melted her brusque reserve, and you found her a stimulating and interesting person. She mentioned that she and Rose often sang together at home and that she played the zither, so you asked her to take part in the Christmas Open House.

In school, the children's history of the community was nearly completed, but the different families had come for such varied reasons and at such varied times that it had been difficult to use all the material on each family which the children had gathered. One day you had an inspiration! Why couldn't the children of each family work together and write their own

family's history as a Christmas gift for their parents? The children were delighted with the idea and set to work at once to organize and supplement the material already gathered. You supplied heavy white paper, and colored cardboard for covers, and the children brought photographs and clippings treasured at home. They worked with painstaking care, and the booklets were well made and attractive. The children wrapped them in gaily decorated tissue paper tied with twine dipped in silver paint, and they were put away for the Christmas tree.

The primary children, too, made presents for their parents. They strung little star-shaped pieces of spaghetti on heavy linen thread and then dyed the strings, to make colored necklaces for their mothers. They brought tin covers with rolled edges, painted them in bright colors, and then painted designs on them, to make ash trays for their fathers. They worked secretly in the play corner making squash-seed and pine-cone boutonnieres for their older sisters in the school, and tin-can pencil holders for their older brothers. They painted a silver and blue bouquet of mullein stalks and milkweed pods to be placed on the bookcase for the Open House. The work kept them active and absorbed during the days when they had to spend extra time indoors, and they learned the important lesson that Christmas meant giving as well as receiving.

Preparations for the Christmas Open House had gone on steadily and quietly amid the other activities, and the children made red-mounted invitations for an evening party this time, since there were lights to use. The program was not elaborate, but it brought the spirit and the beauty of Christmas into the schoolroom. The young people's club opened the program with a group of carols, in which the audience joined. The children sang two Norwegian Christmas songs from the church hymnal (Anna had taught them the words and you had helped with

the music). One of the grandmothers told of Christmas in Norway during her girlhood and hung a lovely little bangle from the "old country" on the children's tree.

The upper grades gave "Why the Chimes Rang," and the lights were dimmed as the chimes pealed out the reward of the child's unselfish service. Then in the soft light the tones of "Stille Nacht" rose sweetly, with Rose's delicate soprano like a silver thread against the vibrant background of the zither and her mother's rich alto. Your throat tightened, and the audience sat almost breathless until the last note faded away. Quietly the children drew a white curtain across the front of the room. The black shadows of the Magi's camels moved across it toward the Bethlehem Star, and the Wise Men knelt, offering their gifts, as the children sang softly "O Little Town of Bethlehem."

There was a long moment of reverent silence. Then the little Christmas tree bloomed with colored lights, and a gasp of pleasure went up from the audience: "Oh, pretty! Electric lights! Where did they come from?" Santa stamped into the cloakroom and burst through the door with a convincing clatter of sleigh bells, and his helpers sprang up to carry mysterious packages and bright bags full of candy to all parts of the room. In the merry clatter which arose, people kept asking you about the electric lights, and you led the young man who had contrived them up to the stage and let him tell them how he had used a storage battery to illuminate the strings of lights on the tree.

As the parents gathered their families to go home, many of them, besides praising the program, expressed the wish that they could have electric lights in the school. Everyone spoke of the lovely singing of "Stille Nacht." "We haven't treated those people very well here," Anna's mother said, "because

they didn't go to our church and because they were German. But I'm going to invite them over to our house during the holidays. That song was one of the most touching things I ever heard."

After the holidays the county nurse was scheduled for Riverside School. When you received the notification of her coming, you hectographed a letter to the parents:

I have just received notice that the county nurse will be at Riverside School on January 14, to examine the children and to make suggestions as to health work in our district. Would you like to come during the latter half of the afternoon to talk over your children's examinations with her, or to ask any questions about health problems in your family? Tea will be served at three o'clock. I hope that you can be with us.

During the first half of the afternoon the nurse weighed each child and checked the figure with that on the school weight chart, and examined his heart, eyes, ears, and teeth. Then she asked the children to help her make a "Health Survey" of the school. She asked questions from a card, and as the children answered "yes" or "no" she checked each item:

Is there a supply of pure water?	Yes
Do you use a covered pail for carrying it?	No
Do you wash your hands after toilet and before meals?	Yes
Do you use liquid soap?	Yes
Do you pour water over your hands instead of dipping them?	Yes
Do you use paper towels?	Yes
Do you have paper drinking cups?	Yes
Do you sweep with sweeping compound?	Yes
Do you dust with an oiled cloth?	Yes
Do you have a thermometer?	Yes
Does it hang at the level of your heads?	Yes
Do you keep a daily temperature record?	Yes

re side of the room?	Yes
prevent drafts from open windows?	No
an hour a day?	Yes
ters and rubbers indoors?	Yes
pletely equipped?	No
?	Yes
d with good posture? (checked by	
vegetables?	Yes
lasses of milk a day? (majority)	Yes
nch?	Yes
y hours as you should? (majority)	Yes
len rest in the daytime?	Yes
when you have colds?	Yes
dentist in the past six months?	No
dance record rank 90% or more?	Yes

the record at the front of the room, marked "Very Good." "If more than two of you had this year, your school would have rated aid. When the parents came, she showed Survey and told them that they must do their record perfect, by taking the children to the

eing served, she went over the examination parent and suggested needed health meas- were recommended for further eye exami- ergen twins rated so low in hearing that she nination by an ear specialist. Two of the s had been rated impure by the State Health tory asked her what could be done, and she y see the County Health Officer to find out ssible to remedy the difficulty, or whether relocate.

When she had finished, she said, "This is the largest number of parents I have seen in any school. Your children know about correct diet and are practicing it. Fewer of them are underweight than in most schools. When their teeth and eyes are attended to, this district will have one of the best health records in the county. You should be proud of your standing!"

The Health Survey was a source of great pride to the children, and they set to work at once to remedy the negative ratings. The boys brought window glass and made deflectors on the windows at the front and back of the room; a list of needed supplies for the first-aid kit and a request for a covered milk pail in which to carry water were sent to the school board; a Health Honor Roll was set up for recording visits to the dentist and oculist. Aroused by the nurse's reminder and the children's insistence, the parents co-operated in securing the needed corrections, and the Honor Roll grew longer week by week. At last, you felt, real progress had been made in meeting health needs, and you wrote the nurse a grateful note of thanks for her part in the improvement.

During their study of changes in the community since the beginning of the school, the children had been greatly interested in the question, "Why are there fewer people in school now than there were forty years ago?" They had sent to the county seat to get figures on population for the four decades and had studied migrations to and from the community since its beginning. They found many reasons for migration away from the community—chiefly, of course, the growing demand for workers in industry. The older children, especially, studied the present occupations of graduates of the school with deep interest. About half the graduates had stayed in the home community, and the children listed their occupations:

<i>Farming</i>	<i>Farm Service Occupations</i>
Owners	Creamery workers
Managers for others	Blacksmith
Tenants	Workers in cannery (summer only)
Hired hands	Grain elevator workers (in Springville)
Housewives	Truck drivers
Hired girls	Auto repairman (part time)
	Store owner
	Carpenter
<i>Other Community Services</i>	<i>Government Workers</i>
Minister (half time here)	W.P.A. workers
School directors (part time)	C.C.C. camp staff
District road supervisor (part time)	Soil conservation chairman (part time)

Immediately the children became aware that many services which were vital to the community were supplied by people who lived outside the area they were accustomed to think of as "our community." They began to draw up a list of all the occupations which gave some kind of service to the people of the community, and a new realization of the interdependence of their community with the neighboring trade centers and with the larger "community" beyond their direct experience dawned upon them.

One day as they were working on the large chart which showed Riverside community in the center, with radiating lines to the marketing, transportation, communication, government, welfare, and consumer services which it utilized, a group exclaimed, "Why Riverside community is like a cottonwood tree; it sends its roots all over the country!"

"Yes," you agreed seriously, "and it sends its seeds out over the whole countryside, too."

7 • REACHING OUT TO THE LARGER COMMUNITY

THE CHILDREN had learned that community meant "life together." Now they discovered that their life together had many phases. They extended their list of occupations to those outside the community which in some way *directly served* the community. The completed list was a source of surprise to you, as well as to them. Until all the occupations were brought together in this way, none of you had any clear conception of the complex network of services which was woven into the life of your own small community.

OUTSIDE PEOPLE WHO SERVE OUR COMMUNITY

S—Springville

F—Fairmont

N—Newton (county seat)

s.t.—several towns

Farm Service Occupations

Flour and grist mill (S)

Refrigeration plant (F)

Farmer's market (F)

Lumber company (S)

Farm machine store (S)

Co-operative Marketing Association (N)

Hatchery (N)

University Experiment Station (F)

Cannery (N)

County Agent (N, National)

Slaughterhouse (N)

Holstein Breeders Association (State)

Cheese factory (N)

Farm Bureau (National)

Garage (S, N)

Stockyards (Chicago)

Dairy company (F)

Occupations Serving Our Homes

Food stores (s.t.)
 Clothing stores (s.t.)
 Hardware stores (s.t.)
 Bakery (S)
 Insurance companies (s.t.)
 Banks (S, N)
 Wholesale house (F)
 Peddlers, salesmen, deliverymen (s.t.)
 Home Demonstration Agent (N, National)

Health and Welfare Services

County Nurse (N)
 County Board of Health (N)
 Relief offices (N, National)
 Old age pension offices (N, National)
 State Department of Health
 State Cattle Inspector
 Red Cross (National)
 Junior Red Cross (National)

Government Occupations

Town Board (Township)
 County Highway Commission (N)
 Assessor (N)
 County officers (N)
 State Employment Service (N, State)
 State police
 Conservation officers (National)
 Rural mail carrier (National)
 W.P.A. and N.Y.A. (National)

Communication Occupations

Telephone company (National)
 Post office (National)
 Radio stations (National)
 Weekly newspapers (S, N)
 Daily newspapers (s.t.)
 Magazines (National)
 Book publishers (National)
 Traveling library (State)
 Libraries (S, N)

Transportation Occupations

Railroad (S)
 Bus (S)

School Occupations

Teacher
 County Superintendent (N)
 High school bus driver (S)

Recreational Occupations

Moving picture theaters (s.t.)
 C.C.C. State Park (National)

Religious and Professional Occupations

Priest (N)
 Music teacher (S)
 Doctors (s.t.)
 Veterinarians (S, N)
 Dentists (s.t.)
 Lawyers (S, N)

War Emergency Occupations

Draft Board (N, National)
 Defense Council (N, National)
 Ration Board (N, National)

The contribution of each occupation to the children's daily lives was discussed, further ways of utilizing its benefits were considered, and the dependence of each occupation upon the rural communities' trade or patronage was pointed out. Recognition of the interdependence of rural and urban communities gave the children a new appreciation of the significance of agriculture among the nation's occupations.

The older children, who were beginning to think rather definitely of their own future, wanted to discuss the preparation required for the various occupations, and asked for sources of information which would give them guidance in choosing vocations. At your suggestion they wrote to the State Employment Service at the county seat, to inquire for printed material and to ask if there was someone who could come to the school to talk to them.

While waiting for a reply they studied the occupations of the graduates of Riverside School who were working outside the community. They made a list of their occupations and found, from their families or by an exchange of letters, what preparation each had made for his particular work. In most cases they had finished either the academic or the commercial course at Springville High School, and some had gone on to vocational schools or to colleges for further training. In contrast, comparatively few of the graduates who were still in the community had completed their high school courses or gone on to other schools and colleges. These findings set the children to discussing their own plans for high school.

The seventh graders were rather vague about their future plans. Alice guessed that she wanted to be a teacher and that she would probably go to high school; the Bergen boys "didn't know." John still planned to leave school when he was sixteen, but was not clear as to what kind of work he would find.

During the preceding weeks the out-of-school group, at your suggestion, had invited him to join their woodworking class under Mr. Lind. Now he thought he might "take up carpentry" when he left school.

The eighth graders, however, had given the matter serious thought. Anna definitely planned to go to high school, and now, with your encouragement and with the improvement in her school work brought about by more regular attendance, she no longer feared being "too dumb" and was looking forward to high school with anticipation. Afterward she hoped to take nurse's training. Alvin, of course, planned to go to high school and then hoped to go to the State Agricultural College. "And I'm coming back to Riverside when I'm through!" he declared firmly.

Tom, however, did not plan to finish high school. "I'm going to go and take the business course till I'm sixteen; then I'm going to help Pa on the farm. Pa says college is a foolish expense; he's got along all right without it." You made no reply but you remembered that you had not yet had that talk with Mr. Karp and decided to do so at once. Tom was too intelligent a boy to be deprived of the education which his father could well afford to give him. College education was not the only kind of valuable education, you knew, but Tom would face quite different problems in agriculture from those that confronted his father when he began farming. Tom needed the knowledge and perspective which he could get at agricultural college to equip him to manage the big farm successfully when his father retired.

The reply from the State Employment Service mentioned that a newly appointed Junior Counselor would meet with the school children on a certain afternoon, and suggested that all out-of-school youth in the community be invited to the meeting. The children sent the letter to the president of the

young people's club, and most of the members attended the meeting.

The young man who was the Junior Counselor brought a wealth of information and material to the children and young people. He told them of the constantly expanding employment in industry and suggested that the out-of-school youth who were interested in enrolling for industrial work come to the county office for interviews and aptitude tests. He told them what information a candidate for employment should present to an employer. He gave them, for the school library, pamphlets and mimeographed material on the qualifications demanded for various skilled occupations. He answered the young people's questions patiently and fully.

When he finished, you said, "This has been most helpful to all of us. My own knowledge about vocational guidance is so inadequate and we have so little printed material that I felt quite hopeless about dealing with these questions. Many of the other teachers would appreciate the same help, I believe. Will you have time to go to the other schools? If so, I will suggest it to the County Superintendent."

"That's part of my job," he said. "I've already talked with Mr. Gray; but if you'd tell him that you found this worth while today, and if you'd interest the other teachers in using my services, it would get the program started more rapidly."

The Junior Counselor's talk was discussed at great length by the children the next day, and they raised a number of questions about the demand for workers in industry, to which the counselor had referred. These brought about a discussion of the effects of the war upon industry and trade throughout the world, and the part America was called upon to perform because of her resources and her isolation from battle areas. Suddenly Tom spoke with unusual vehemence. "Pa says

America should never have gone into the war!" he exclaimed. "We didn't have any reason to get mixed up in it at all."

The other children appealed to you. "We had to fight to keep democracy in the world, didn't we, Miss Lee?"

But Tom shook his head angrily. "Pa says democracy is just a word. It doesn't mean anything. The people that have ambition will get ahead, anyway, and the others are too lazy to care whether they vote or not."

"But, Tom, democracy is more than voting or getting ahead. It's a way of living that people have worked hundreds of years to build up. It gives people freedom to do the kind of work they want to do, to go to the church they choose, to speak freely in meetings, to manage their own government." Tom subsided, still looking unconvinced, and the others stared at you with troubled eyes. "Wouldn't you like to know how people first thought about democracy and how they built it up as it is today and what it has done for us?" you asked.

Their faces cleared, and someone asked, "Could we use the new encyclopedia?"

You almost laughed, in your relief from the moment's tension, but you said gravely, "Yes, I think it would give us a great deal of help. Suppose you see what you can find in our library, too."

After school you sat down to think through the problem. Probably Mr. Karp was not the only person in the community who said democracy was only a word. Could you make it mean something important and real to the children? They would be called upon to take part in the rebuilding of the postwar world; they needed to understand how democracy had grown up and why great nations fought to preserve it; they needed to understand how it was interwoven with the life and the interdependence of those nations.

What could you do to further those understandings? You

took down the "D" volume of the encyclopedia and read the article on democracy. It was simple and concise, and suddenly you began to see that much of your history material in the upper grades was embraced in it. Rapidly you outlined the main points of the growth of democracy given in the article, and then you turned to the course of study to find the material in history, geography, and citizenship which fitted into your outline:

GROWTH OF DEMOCRACY IN THE WORLD	COURSE OF STUDY TOPIC	GRADE AND SUBJECT
Greece Athenian Assembly	The Greeks gave democracy to the world	VI History
Rome Republic	Government in Rome Roman republic Rome, the great lawgiver	VI History
Middle Ages English "hundreds" Free cities Beginning of trade Magna Carta	Middle Ages Feudalism Guilds Village and town life Interest in travel and com- merce	VI History
First Representative Gov- ernment (English Par- liament)		
American Independence	American Revolution and es- tablishment of American nation The outcomes of the Revolu- tion Critical political and eco- nomic conditions following the war	VII History
Our Constitution	The Constitution of 1787	VIII Citizenship
Reasons for Monroe Doc- trine	Growth of nationalism and democracy Foreign relations; policy of neutrality Jeffersonian democracy	VII History

GROWTH OF DEMOCRACY IN THE WORLD	COURSE OF STUDY TOPIC	GRADE AND SUBJECT
The beginnings of world trade	Growth of manufacturing Reasons for its growth Changes in foreign trade	
Other republics in America	World expansion and the new democracy Latin American republics Changes affecting life of peo- ple since 1900 Our Asiatic policies and in- terests (Philippines)	VIII History
World War I Why America entered the war League of Nations Why America did not join Restriction of immigration Aftereffects of the war: the depression	The World War Reasons for United States en- tering the war What people did at home to help win the war Results of the war on the United States	
World Trade Imports and exports Search for raw materials Competition for markets	Trade Imports, exports; advantages and disadvantages for trade in European and Asiatic countries	VI Geography
	South America: mineral re- sources, agricultural products	VII Geography
	Africa: Why European na- tions became interested in exploring and settling it	
	World trade: flow of world trade, rank of principal nations, nature and des- tination of chief exports of the United States, chief land and water routes over which trade moves	
	Significance to world trade of: peace, stable govern- ment, education, conser- vation, treaties, tariffs	

GROWTH OF DEMOCRACY IN THE WORLD	COURSE OF STUDY TOPIC	GRADE AND SUBJECT
New Deal measures to over- come effects of the de- pression	(No material in course of study, which was writ- ten in 1930)	
The second war for democ- racy Why it began		
Our isolationist policy Why we cannot be iso- lated		
A new world-democracy		

The material from the course of study readily organized itself into a kind of unit on which the three upper grades could work together. Part of the section on the ancient and medieval periods would be new material for the sixth grade and would provide a meaningful review for the other two grades; the section on the early development of American democracy and the material on world trade would be new for the seventh grade and would provide the review which the eighth graders needed for their State Examinations; the section on contemporary history would be new material for the eighth grade. While much of the reading material recommended in the course of study for the seventh and eighth grades might be too difficult for the sixth graders, they would profit by the discussions and could read parallel material in some of the simpler American history texts which were written for fifth grade use. The new encyclopedia could be used for information not contained in the history books.

Working together in the larger group would be stimulating to all the grades and would allow a long daily class period in which it would be possible to guide each child in his reading so that each could work at his own level. The long period would provide time for reports on individual readings and for ample discussion.

The plan seemed so promising that you began to examine the course of study for material which would lend itself to a similar unit of work for the middle grades. The subject of dairying was one in which the whole community was interested, and you found that it was touched upon frequently in the sections on fourth and fifth grade geography and history. You set down its various aspects in outline form, as you had the former subject, with the corresponding materials from the course of study:

DAIRYING	COURSE OF STUDY TOPIC	GRADE AND SUBJECT
Milk as a food	Values of milk in diet	III, IV, V Health
Dependence of cities on farms for milk supply	Life on the farm and in the city	III Social Studies
Transportation of milk	Transportation by land	V Geography
Government protection of milk	How our state safeguards her people's health	V Health
Dairying as an industry	Relationship between environment and agriculture	IV, V Geography
In the state	Dairying as a state industry	V
In the nation	Dairying in the United States	Geography
In other nations	Dairying in Holland and Switzerland	IV Geography
Use of machinery in dairying	Use of power in agriculture	V Geography
The making of butter	Dairying in the United States	V Geography
Care of cattle and milk in modern times		
Care of cattle and milk in pioneer times	Differences in early and modern life in our state	IV History
Early dairying in our state	Development of agriculture in our state	
Early pastoral life	Pastoral and early agricultural life	III Social Studies

Some of the material on dairying was included in the third grade sections in the course of study, but you hesitated about the possibility of including that grade in the group with fourth and fifth grades. Most of the available reading material would be too difficult for them, with the exception of Christine, and their interests were more akin to those of the lower grades than to those of the grades above theirs. But Christine's mental capacity and industry made difficult tasks challenging. You remembered how happily she had worked with the older children on the community history, and you decided that joining the older group would give her satisfaction and needed enrichment.

The next step in your preparation was to readjust the daily program to the new plan. Grouping two or three grades together and combining the history and geography periods required some exchanging of subjects from morning to afternoon and vice versa, but you finally evolved a program which included the original amounts of time, grouped to fit the grouping of children and classes. The sixth, seventh, and eighth grade geography and history periods made a fifty-minute social studies period before morning recess; the fourth and fifth grade geography and history periods could make another social studies period of forty minutes after recess, if the morning arithmetic period were moved into the afternoon. As you typed the new program onto a card, you remembered the program with which you had started in the fall—thirty-one separate class periods; now there were twelve!

8:30- 9:10	Work period
9:10- 9:25	Evaluation and planning period
9:25-10:05	Reading I, II, III
10:05-10:55	Social Studies VI, VII, VIII
10:55-11:00	Recess
11:00-11:40	Social Studies IV, V

11:40-11:50	Science VIII
11:50-12:50	Noon period
12:50- 1:20	Reading I, II, III
1:20- 2:10	Arithmetic III-VIII
2:10- 2:35	Physical Education
2:35- 2:50	Language I-III
2:50- 3:20	Language IV-VIII
3:20- 3:50	Work period
3:50- 4:00	Music

When your plans were completed to your satisfaction, you went to see Mr. Gray. "I would like to try grouping the five upper grades into two large groups for about six weeks while we work on these two units," you said, and explained your plan for organizing the course of study materials into units around two large central themes.

He read your plans carefully and examined the new program. "You have written your purposes here, I see," he said, "but why do you think you can accomplish them better by grouping the grades together than by keeping them separate?"

You thought for a moment and then answered, "I think there are four main reasons. In the first place, our grades are so small (the largest ones have only four children) that they aren't really *social* groups. I have found that when we combine grades, as we have in language class and in our planning and work periods, the larger group, of different ages, seems to stimulate discussion. It gives the children opportunity to co-operate with others older and younger than they and to exchange ideas with them.

"The second reason is that these two subjects are of interest to more than one grade. The older children are interested in the growth of democracy and in world trade and industry. The middle graders are interested in the things going on about them; and dairying is one of the commonest occupations in

our community, the main means of earning the family living in most cases. They had been studying about the value of milk in diet, and they need to realize how important their dairy farms are to the health of people in cities.

"The third reason is that bringing subject matter together around centers such as these will show the children its relation to their own lives and give them a purpose in learning it. And last, by grouping the grades we can have longer periods for reports on our reading, and time to discuss what the children have read and how it is related to their own experiences."

Mr. Gray listened attentively. "This is quite a departure from what we have been doing," he said, "but I believe your ideas are sound."

"I used these criteria from the *California Teachers' Guide*,* which my former critic teacher recommended, and these two units seemed to measure up fairly well," you answered. "What do you think?"

SOME CRITERIA FOR EVALUATING THE LARGER ACTIVITIES OF EACH LEVEL

1. Is the activity so closely related to the child's life that he will want to carry it through?
2. Is it sufficiently within the range of accomplishment of the learner to insure a satisfactory degree of success?
3. Is it so varied from the previous activity that it will permit the child's all-round development?
4. Does it furnish opportunities for many kinds of endeavor?
5. Does the subject matter involved present major fields of human achievement?
6. Does the activity involve an extension of present insights and abilities?
7. Does it provide an opportunity for social contacts?
8. Will it lead into other profitable activities?

* California Curriculum Commission. *Teachers' Guide to Child Development: Manual for Kindergarten and Primary Grades*, p. 25. Sacramento: California State Department of Education, 1930. 658 pp. \$1.00.

"Yes, I think your units do measure up," he said, "so far as I can judge from what I know of your children. Go ahead and try your plan and when you're through send me a report as to how it worked out. By the way, I'd like to see that *Teachers' Guide*."

"One of the other teachers is using it now, but they're all coming over to Riverside again next Saturday and I'll get it. Why don't you come out? We've been having such interesting discussions. We'd like to have you join in them."

On Monday morning you introduced the new work to the children. With the middle grade group you approached the subject of the distribution of dairy products by asking each of the children where his family sold its milk. Many took their cream to the co-operative creamery; others sold milk to the dairy company. "Where does it go then?" you asked. Few of the children knew definitely, and they began to plan how to find out.

To the upper grade group, you said, "You remember the discussion we had last week about democracy. I was wondering afterward if you really know what democracy is. Will you take your history study period today to write a paragraph, or more if you wish, telling me what you *think* democracy is and how you think it started? Then we'll all talk your answers over together."

The children enjoyed working in the larger groups and gradually learned new skills through finding material on the questions which were raised in the group discussions. They used the new encyclopedia constantly and learned to consult the index for cross references and to select pertinent information from the material found. They learned to write summaries and such outlines as were appropriate for their grade levels, and progressed in ability to make clear, well-organized reports to the group. The long class periods were used for reports on

reading, for discussion, for organizing group summaries, and for individual guidance in the use of reference materials and in improving skills in reading and writing. Language class periods were sometimes utilized for work on such skills, but as spring advanced, these periods were made into one long period, during which all the grades participated in appreciation and conservation activities.

In January and February the children worked on birdhouses during the handwork periods and learned details concerning the size and habits of the birds for which the houses were designed. As the first meadow larks and robins appeared, the birdhouses were placed on the school grounds or in home yards, and the children watched eagerly for the coming of the birds which would use them.

Hepaticas, bloodroots, spring beauties, anemones, and violets were transplanted into the terrarium and bloomed before the outdoor plants. Sprigs of Juneberry, cherry, plum, and forsythia were forced indoors, and the schoolroom was brightened by the delicate beauty of their blossoms.

The bareness of the schoolyard became apparent to the children, and you guided them in a study of wild plants and shrubs of similar habitat which might be transplanted to beautify it. With the help of the out-of-school young people they grouped young cedars in clumps which hid the bare foundations at the sides of the porch, and they brought in seed-bearing shrubs which would attract birds the following winter.

The sandbank at the back of the school had been eroded badly by the late winter rains, and the children consulted their fathers and the local soil conservation chairman as to grasses and vines which would provide anchorage for the sand. Study of soil conservation practices in the community grew out of a visit of the local chairman to the school, and the children re-

ported gullies and washed fields to him. They made models of the terrace and contour methods of erosion prevention, of which he had told them, in damp soil in the schoolyard, and they collected bulletins and pamphlets on soil conservation to circulate among their parents.

As the wild flowers began to bloom, the noon periods were used for nature walks, and soon the most attractive routes were combined into a "Nature Trail," over which "guides" led the parents at the next Open House, identifying the flowers, trees, and shrubs, and explaining means of conserving them. The children had written to the Wild Flower Preservation Society* for lists of flowers which should never be picked for decoration, those which might be picked sparingly, and those which might be picked freely, and were faithful in abiding by these suggestions. They picked flowers which were abundant, or which propagated themselves freely, and learned to arrange them with foliage in loose, attractive bouquets quite different from the tightly wadded bunches of flowers which children often bring to school.

Later, when animal life began to appear in ponds, the terrarium plants were taken back to the woods, and the aquarium was stocked with snails, salamanders, water insects, and minnows. A jar of frogs' eggs was observed closely from day to day, and the evolution of the tadpoles proved a fascinating process.

With their broadening knowledge of the outdoor life around them the children's appreciation of its beauty increased and they expressed its color and rhythm in their first poetry writing. Their poems were short, often unrhymed, but they reflected the wonder of spring and the beauties of its unfolding which country children are privileged to enjoy.

* Wild Flower Preservation Society, Inc., 3740 Oliver Street, Washington, D. C. (Free lists as given above, and other publications for school use.)

trips to Springville to fit the train schedules, and the plans were completed.

At the railroad station the children saw a freight train with its varied types of cars. The engineer let them peep into his cab, and the station telegrapher showed them how he sent messages and explained the block signal system. The half hour on the streamline train passed all too quickly as the children were shown the diner with its compact kitchen, the making of a berth in the sleeping car, a compartment "just like a little house," the shower baths in the dressing rooms, and the luxurious observation car. In Fairmont they spent an hour at the refrigeration plant, an hour at the market, and an hour at the wholesale house. They ate their lunch in the park and made a short visit to the library before it was time to return to Springville.

The primary children had begged to go to Fairmont, but you realized that it would be far too fatiguing a trip for them, and had promised them an excursion of their own. Their work had centered around two main interests during the spring—in February around a "post office" for the school valentines, and later around a "wheat farm" which they had planted in a flat box. Their wheat had sprouted and had grown into a green carpet in the box; then they had dramatized harvesting and threshing it and taking it to the elevator. From there they had been uncertain as to its course, but they knew that eventually it became bread. Using the illustration in the encyclopedia,* you had gone through the milling process with them and had then discussed home baking and what they knew of bakeries. Now you suggested visiting the flour mill and bakery in Springville.

* *Compton's Pictured Encyclopedia*, Volume 5, pp. 117-120. "From Golden Wheat to Snow-White Flour." Chicago: F. E. Compton and Company, 1941.

They planned their excursion with great care, dictating letters to the managers, arranging with parents for transportation, planning what they would look for, and discussing safety precautions which they must observe around the machinery. Mrs. Anderson volunteered to accompany the group, and you were grateful for her assistance, for in spite of their good intentions the children's curiosity often drew them too near the whirling machines. With these younger children you made shorter visits than you did with the older group, and you planned for lunch and rest between the two hours. While many of the processes were too complex for their understanding, the primary children gained an understanding of the work involved in producing a common necessity of their lives and a realization of the relation between their farms and the neighboring towns.

For the last Open House the little children opened the program with a series of songs about the baker and the miller and gave a "movie" of the travels of a wheat seed "From Farm to City and Back Again." The upper grade group repeated the "Oath of an Athenian Youth" and followed it by a series of tableaux, "Milestones in Democracy," depicting the signing of the Magna Carta by King John, the signing of the Declaration of Independence, the Constitutional Convention, and the League of Nations. Alvin closed this section of the program with a summary of the problems of world democracy in the past twenty years and the children's prophecy of "world democracy twenty years from now." The middle group presented its frieze, "Dairying Round the World," with a brief explanation of each scene. Then they served chocolate milk while the younger children passed plates of sandwiches made of whole-wheat bread which they had helped to make at home.

The young people's group had been having a discussion period once a month, during the recreation evening, and had

asked to hold a panel at the Open House. Their subject was "What Riverside Community Needs," and they gave a forceful presentation of the lacks of the community as they saw them.

The older people joined the discussion, and there was lively argument as to which needs were most acute and whether it was possible to remedy them. The older men declared that a paved road was most vital, the women insisted that an electric line was most needed, and the young people held out for a community recreation building. The road had been surveyed, but the county and state could not agree on the apportioning of funds for its completion. The discussion culminated in electing Mr. Karp to head a committee to present a community petition to the proper officials for an early settlement of the difficulty between county and state. The women proposed forming a "Co-operative Electric Company," similar to the creamery co-operative, to run wires from the nearest power line and to distribute light and power in the community. Mrs. Anderson was elected chairman of a committee to assemble information and to canvass community interest in such a project.

But no one championed the young people's cause—roads and electricity were "practical"; recreation was merely "fun." Finally you joined the discussion: "The school has been so crowded this year with all the activities and materials the children needed, and with the young people's activities, too, that I have often wished we had another room. Would it cost a great deal to add an L on the east side of the building and make a room which could be used for community gatherings? A kitchen could be built into one corner of it, and there could be storage cupboards for tools and materials. We could use it for a school workroom, and the young people could use it evenings for their workshop or for a recreation room."

The young people applauded, but their elders began to talk about school taxes and building costs. Mr. Lind made an offer. "If I could work at it between my other jobs, and if these young fellows would help me, I'd give you a pretty low bid on the work," he said. With his support sentiment began to swing about, and the school board was asked to study the possible cost and availability of materials and to call a district meeting for further discussion.

The last weeks of the year went by rapidly. You prepared your report for Mr. Gray on the new grouping plan and on the outcomes of the units the two older groups had carried through. In addition to the skills in finding and organizing information which the children had gained, and to their increased ease in discussion and success in co-operative activity, they had learned many basic attitudes and comprehensions. They had come to understand and appreciate the relation of the exchange of commodities to people's modes of living, the function of transportation and communication in increasing the interdependence between communities and nations, and the work of the great numbers of people who carry on the various aspects of exchange. They had gained appreciation, too, of the problems of governments in controlling trade relationships, and had seen how the war was related both to trade and to the defense of the ideal of democratic government. They had seen the working of democracy in their own "school community," and had gained a perspective (immature in most cases but providing a foundation for later study) on the development of democracy as man's struggle to improve human welfare. They had tried to formulate, in keeping with their own experiences, a visualization of what the world might be like if nations had the same peaceful interrelations as existed between their own community and its neighbor communities.

With your report to Mr. Gray you enclosed a note:

During these six weeks I have come to feel that this plan of working in larger groups is the organization of time and classes which makes it possible to meet the needs of my children most successfully. I realize that not all the subject matter required in the course of study can be covered, and that there might be much overlapping from year to year if all the work were carried on in this way—though I have found the review very helpful for seventh and eighth grade, and I think the “preview” which the sixth graders got will help them to be more interested in United States history in the later grades.

I would like to combine grades for occasional units next year, when the subject matter fits together, in social studies, health, and science, and I would like to continue using the new daily program for all our classes. Miss Smith, Miss Engen, and I have decided to go to summer school, and if you are willing, we would all like to work out some plans for such units for next year. Could we meet with you soon on a Saturday, to discuss possible units with you?

The three teachers had been meeting at your school one Saturday each month, and two others had joined the group. Discussions had centered around problems met in the several schools and communities, and all of the group had profited by working together to devise solutions. You had ordered from the state library the books recommended by Miss Neal, and they had been circulated among the teachers. Every month each teacher reported to the group on the progress made in her school, told how she had used the reading material to help solve her problems, and asked help with any new problems which had arisen.

Mr. Gray had visited briefly one Saturday morning and had been enthusiastic about what had been accomplished. “I wish I had had time to meet with you before,” he said. “I’m astonished at how much you’ve done in these few meetings. In the fall I’d like to have a meeting of all the teachers and let you tell them about your study groups. Perhaps we can get

some others started. Working in small groups like this on real problems from your own schools is an ideal way to improve your teaching."

It was time for the state examinations and for preparing the last report card of the year. During the preceding months you had continued the letters accompanying the report cards and had been gratified at the increase of informal visiting. A short conference each month with each child, while you were working out his report, had helped the children to see their own needs and to co-operate with you and with their homes in meeting them.

Now you asked each one in the five upper grades to write a summary of his year's work as he saw it, and to talk it over with you. Together you discussed his promotion and prepared the final report to his parents. None of the children had "failed"; all were promoted to the next grade. But a number were retarded in one or more subjects to the extent that they needed special adjustments for the next year. Freddie had been doing as much individual reading as you could provide, and had also been reading daily with the third grade. He agreed to continue in September, and that was entered in his report. Ruby had been practicing arithmetic with the fourth graders and volunteered to continue in the fall. John still planned to take up carpentry when he left school, but he had decided to finish eighth grade. He wanted extra work in arithmetic so he could take an evening course in mechanical drawing after he finished, as Mr. Lind had suggested.

The eighth graders were studying diligently for their examinations and looking forward with somewhat mixed feelings to the unknown world of Springville High School. After the state examinations were over, you arranged for them to spend a day at the high school as the guests of the graduates of Riverside School who were enrolled there, so that they might

have an introductory contact with the new school. They came back full of enthusiasm about the shops, the gymnasium, the school band, and the classes they had visited. Even Tom showed new interest in going to high school. You had talked with his father, as you had planned, but he was firm in his decision that Tom should stop school at sixteen. You had realized that he was not used to being crossed; only Tom himself could change his attitude, and you could help only by encouraging Tom's interest and by seeing that he was given proper guidance in high school. You wrote a reminder in the section of your notebook on "Plans for Next Year":

See high school counselor in September about eighth graders, especially about studying Tom's abilities and guiding him into suitable courses. Suggest importance of economics and agriculture and possible college work in these fields.

These "plans" were only jottings which you had noted as ideas had occurred to you, and you were eager to find time to organize them before you went to summer school. There were so many possibilities opening out before you as you grew to understand the children better and as you came closer to the community and its problems. The monthly letters to the parents had clarified your conception of each child's needs, and the informal talks with the parents who came to visit had increased your sense of responsibility. They were so sincere in their interest in their children's welfare, but they were so often hampered by traditions and prejudices. They as well as the children needed contacts with other communities and other ways of living than their own. Could you plan the next year's work so that it would help all of you to see Riverside Community as part of a broader community?

The children had been asking about the closing-day picnic, and you had talked over several possibilities with them. Part of

the earlier work on conservation had been a study of state parks and other areas where conservation had been directed toward providing recreation facilities. The C.C.C. camp, established at Blue Lake some years previously, had now completed a state recreation park on the lake shore. Few of the children had visited it, and you felt that it was a recreation resource which the community might use during the summer months. You had talked with the teachers of the two nearest schools about the possibility of a joint picnic and play day at the new park. They had entered into the idea at once, and you had all gone one Sunday afternoon to explore its facilities.

When you presented this suggestion to the children, they clapped with delight and were soon urging their parents to come to the planning meeting scheduled at the school. In spite of the pressure of spring work, many attended the meeting and co-operated willingly in arranging transportation. It was decided that it would be most feasible for each family to take its own picnic dinner, rather than for everyone to plan a co-operative meal. Ice cream, which was always a feature of the picnic, would be bought at the concession in the park.

"Three-Community Day," as the children named the affair, was a great success. One of the teachers acted as life guard on the beach for those who wished to swim or wade, and the other supervised games for the little children and led the community singing at the end of the day. You supervised games for the older children and adults. The children had several baseball games going at once, the young people played the older men, and the mothers joined in the children's games or had races of their own.

The older people enjoyed their contacts with the adults of the neighboring communities and spent much of their day in little groups chatting about common interests. There were some ties already established between the men, through the

breeders' association, the soil conservation activities, and the Farm Bureau, and the women soon found congenial subjects for conversation. All three community groups intermingled at the lunch tables, and the older people, after the children had scampered away to more active pursuits, held an informal meeting in which they decided to organize a unified demand for the new road, and discussed possible collaboration of all three communities in an electrification co-operative.

The day closed with a grand climax in the big "community sing," and the families drove away in their cars calling hearty farewells to their new "neighbors." The children had had their picnic, and Riverside community had joined hands with its fellow communities in a new co-operation.

8 • ANALYZING THE YEAR'S WORK

THE JUNE BREEZE fluttered the letter under your hand, and the myriad sounds of the surrounding farms drifted through the windows. How quiet the room seemed without the children; how bare it was with the curtains packed away, the desks and shelves cleared, and the tables pushed back against the walls.

Last night you had finished your annual report, and now you were ready at last to look ahead to your summer's work. A recent note from Miss Neal had changed the plans which you and Miss Engen and Miss Smith had made. Miss Neal had written:

Why don't you three girls enroll in the curriculum workshop which is to be held at Central Teachers College this year? There is to be a special section for rural schools, under the leadership of Miss Hazel Elden of the State Department of Education. She knows one-teacher schools and has done a great deal of curriculum work. I think you would get more help from a workshop, where you would have close individual attention and guidance, than from regular summer session classes.

The three of you had talked the matter over with Mr. Gray and had decided to enroll in the workshop. Now you read again the mimeographed letter which had come from the director:

Dear Workshop Member:

In order that the Curriculum Workshop may give you the greatest help during your period of attendance, we are asking each enrolled member to send in, at least a week before the opening of the workshop, if possible, such information and questions as will best enable him to receive the guidance he desires. It is suggested that the following items would help the director and his consultants to make effective preparation for working with you on your problems:

1. A description of the situation in which you are working, with an analysis of the factors and problems which influence the development of curriculum in your school.
2. A brief résumé of the progress of curriculum development in your school to date, including objectives and progress made toward their accomplishment.
3. A statement of the particular problems or interests upon which you wish to focus your work during the workshop period, and any questions or suggestions as to your work.

It is suggested that each member bring with him an inventory of the textbooks and reference materials available, and such records and other materials as will help him in making curriculum plans for his own situation.

The description was easy enough, you thought as you wrote, but how could you condense all that had happened in this little room in nine months into a summary which would help the workshop director to understand your needs? You had so many needs, it seemed: a clearer idea of direction in your work with the children; standards by which to judge what you had done; guidance in selecting new learning units for the coming year; help in organizing the activities. How could you put it all into your report?

Once more the quotation from Goethe came to you: "Only engage, and then the mind grows heated." It had helped you many times when you couldn't see the next step ahead. Now, at least, you had the outline in the director's letter to follow.

"Begin," you admonished yourself, and resolutely wrote beneath the paragraphs of description: "Factors and Problems Influencing Curriculum Development."

You had never systematically analyzed the situation in which you were working, you thought. You had taken the "factors and problems" as they came and had evolved your plans from week to week as one need or problem had led to another. As one solution had been reached, or partially reached, its outcomes had seemed to bring new purposes into view, and the children's experiences had grown in a kind of chain from one to the next.

What factors had influenced those experiences? What problems had affected them? Your mind traced back to the beginning weeks of school. It had all begun, as you once told Mr. Gray, because Christine tattled so much. You had suddenly become aware of the children's need for something beyond recitations and textbooks and had set to work to find out more about that need. Yes, that had been the first factor in developing new experiences in Riverside School. You wrote "Needs of the Children" under "Factors" and then listed briefly the outstanding needs which had appeared during the course of the year:

The primary children needed greater variety of physical and social activities.

All the children needed guidance in their play activities.

All of them needed some chances for success and leadership, especially those who were not successful in school subjects or were not accepted by the group.

They needed greater opportunity to talk together, to take part in discussion, and to learn how to plan and work with others.

The middle and upper grade children needed to understand the relation of geography and history to their own lives.

They all needed a chance to *use* reading, language, and arithmetic instead of just learning them without any purpose.

The realization of these needs had led first to the making of the play corner for the primary children and to the introduction of new games on the playground. Organizing the mounting of the seats had been necessary in order to make room for the play corner, and you had taken the lead in getting it started. But from then on the children's own suggestions and purposes had been active factors in developing new activities. You turned to the back of your plan book, where you had a record of the projects carried on during the year. As you read through the list, you realized that a large proportion had been proposed by the children themselves or had grown out of some suggestion of theirs. The second factor, then, was "Children's Interests and Suggestions," and under it you listed those which had led to school activities:

- Interest in woodworking and construction.
- Interest in handwork and drawing.
- Interest in outdoor games.
- Interest in "playing house."
- Suggestions for beautifying the schoolroom.
- Suggestion to invite parents to visit school.
- Interest in the building of the new house near the school.
- Suggestion of making a model house.
- Interest in fire prevention activities.
- Interest in birds, weather, seasons, and other outdoor subjects.
- Interest in trucks and trains.
- Interest in the people of the community and their occupations.
- Interest in neighboring towns and communities.
- Questions about the war and defense industries.
- Interest in their own vocational future.

Out of these general interests had developed interests in special aspects of community life, and the children's own experiences and contacts outside of school had become a factor

in the activities carried on within the school. A third factor, then, was "Experiences of the Children in the Community." Beneath it you wrote those which had directly affected the school activities:

Experiences in homes and in family life.

Experiences with foods and cooking, although not always with well-balanced diet.

Experiences with dairying and agriculture.

Contact with other occupations in the community and in neighboring communities.

Experiences in plant culture, gardening, and soil conservation.

Some experiences in play, but lack of sufficient opportunity for recreation in the community as a whole.

Some experiences with transportation and communication but lack of direct experience with trains and airplanes.

Narrow experiences with kinds of living in other communities.

As you reviewed the experiences of the children in the community you could see that not only their own experiences but the attitude of the community itself toward the school had been an important factor in the success of the year's work. It was a prosperous community on the whole, and the children had had good "bringing up," but it was a very conservative community. At first, changes in the traditional school procedures with which they were familiar had not been looked upon with favor by some of the parents. But as they had become better acquainted with the school and had understood more clearly the values of the new experiences which the children were having, their attitude changed. Perhaps it would be better to write down both the attitudes which had been unfavorable to the school's progress and those which had aided it. You headed the section "Community Attitudes Influencing the School" and wrote below it:

Unfavorable factors

- Religious and nationality prejudices reflected by the children.
- Distrust with regard to "playing" in schooltime.
- Lack of recognition of the need for adequate equipment and reading materials in the school.
- Irregular attendance caused by parents' indifference or by their keeping children out for farm and household work.
- Lack of attention to children's health needs in many homes.
- Lack of concern for the young people's need for recreation.

Favorable factors

- Good standards of living in the homes, on the whole.
- Good moral standards in the community.
- Willingness of school board members to support projects which they recognized as practical.
- Growing interest of the community in school activities.
- Willingness of parents to co-operate in the hot lunch project, in giving data for community history and in allowing the children to go on excursions.
- Interest in community improvement.
- Growing interest in co-operation with neighboring communities.

What other factors had influenced the work in Riverside School? Mr. Gray's interest, surely, and the meetings with the other teachers. While Mr. Gray had not had time to give much guidance, his willingness to give you freedom to try out your own ideas and to adjust the daily program and the course of study had been an essential factor. The discussions with the other teachers had helped you to think through your own goals more clearly, and their interest in and admiration for the work in Riverside School had given you confidence in its value. Now that the three of you were going to the workshop together, you would be able to organize your meetings to better advantage next year, and the whole group of teachers would benefit from your summer's study. So, as the final factor, you wrote:

CO-OPERATION WITH OTHER SCHOOL WORKERS

Encouragement and support of the county superintendent.

Friendly, interested attitude of neighboring teachers.

Discussion, with other teachers, of mutual problems and of progress in meeting them.

Co-operation with neighboring schools in a joint "Community Day."

Now, what problems? As you thought back to the early weeks of school, you realized that some of the things which had seemed problems had really been aids in disguise. They had forced you and the children into finding solutions through your own efforts, and the solutions had led into new activities which had brought richer experience to all of you. Well, why not list them as "Problems Which Have Been a Help":

Lack of indoor play space for primary children.

Screwed-down seats.

School board members too busy to help us.

Lack of tools and playground equipment.

The bare schoolroom.

Having to do our own janitor work.

The need for balanced diet in the homes.

Other problems had also helped to stimulate your group efforts, but these had come less near to solution than the former group. They might be listed as "Problems Partially Solved":

Children's lack of experience in working and playing together.

Their need for practice in leadership.

Their lack of knowledge and understanding of their own environment.

Some dental, sight, and hearing corrections still needed.

Children's dislike of history and geography.

Narrowness of children's experience outside their own community.

- Lack of adequate recreation facilities for out-of-school youth and for the community as a whole.
- Need for intelligent vocational planning for older children and youth.
- Need for improvement in the daily program of the school to provide for both individual and social experiences for the children.

Several problems were still largely unsolved and continued to hamper the success of the school's work. These you listed under "Problems Still Unsolved":

- A course of study which was made to fit a school with a teacher for each grade rather than a one-room school, and which divides school work into many separate subjects.
- No time for science allowed on the daily program, except for eighth grade.
- Only ten minutes allowed for music; no musical instrument in the school.
- Lack of time and materials for enjoying poetry and literature.
- Lack of all other types of reading materials.
- Lack of time and facilities for providing seventh and eighth grades with an adequate variety of social and vocational activities.
- Use of report cards which provide only for letter grades in the traditional subjects.
- Lack of guidance for the teacher in the selection of activities and experiences for the children.

The noon creamery whistle blew as you finished rereading the outline you had written. Three hours of work! But it had been worth it. "I feel as if I had been riding in an airplane seeing the whole year's work spread out like a map!" you thought. "Even if this doesn't help the workshop director to 'make effective preparation for working' with me on my problems, it has made *me* think through what I have done this

year. Maybe that is why the director asked us to do this before we came to the workshop!"

After lunch you went on to the second item of the director's letter with new interest: "Objectives and Progress Made Toward Their Accomplishment." "There again I didn't have any systematic plan when I started," you thought. "I saw one or two goals at a time, and as we worked toward them new ones seemed to appear. Yet they were related to each other, and there were some big, general threads running through them all. I wonder if I can sort out those threads."

You studied over the goals you had written in your plan book from week to week, and gradually the larger objectives of which they were a part began to take shape in your mind. Bit by bit the list evolved into clarity and consistency, and you could see running through it a kind of direction which you had not realized in your short-term goals. It reflected your year-long study of the individual children and your effort to meet their needs along many different lines. But were they the right lines? Were there others which you should have followed? And had the things you had worked on together really served to further the objectives which you were now reformulating?

OBJECTIVES FOR THE YEAR

1. To help the children enjoy working and playing together in many different kinds of activities, and adjust themselves happily to the "community life" of the schoolroom.
2. To help them develop increasing independence (as a group and individually) in planning, in organizing their own ways of carrying out their plans, and in criticizing their own results.
3. To give the younger children chances for leadership in the kinds of activities suited to them.

4. To help the older children to take responsibility for the younger children when necessary, and to develop more mature leadership.
5. To organize the routine tasks of schoolroom housekeeping and hot lunch so that each child may learn to work independently or as a member of a committee.
6. To develop skills in physical, manual, and art activities as well as in the tool subjects.
7. To give every child the chance for successful achievement in as many different kinds of activities as possible, especially to help every one of them to succeed in the regular school subjects so far as possible.
8. To find as many ways as possible to *use* arithmetic, reading, and language as tools for carrying out the children's own interests and purposes.
9. To help the children understand that geography and history are records of how human beings have adjusted to their environment and to each other.
10. To help the children learn to understand and enjoy the out-of-doors and to share in the conservation of beauty and of other natural resources.
11. To broaden the children's experiences in as many valuable directions as possible.
12. To help them to be tolerant of people who live and believe differently from themselves.
13. To encourage parents to work with children in understanding health and safety measures and in practicing them habitually.
14. To help the children realize that their community has desirable qualities, that other communities depend upon it for certain things, and that, in turn, it depends upon other communities for many services.
15. To make the school part of the community and to encourage youth and adults to take part in school activities.
16. To help the children realize more and more, as they grow more mature, that all nations and peoples in the world are interdependent.

As you worked, you found yourself saying again and again, "Now what activities contributed to this one? Did we really make any progress toward that one?" You leafed through the pages of your plan book, where you had kept a record of the activities of each week. You could see how some activities had helped to achieve certain objectives, but you could think of no way to check one against the other. That would be one of the things for which you would ask help in the workshop, you decided, and went on to the next point in the director's letter: "A Brief Résumé of Progress Made Toward Their Accomplishment."

You began with a summary of the early weeks of the year, during which you had followed the course of study and your textbooks rather closely and had continued the plan, used by the former teacher, of separate classes for all grades in each subject. So much was easy, but could you summarize as briefly and simply the ways in which this organization had gradually been modified to allow a greater variety of activities and a more flexible program? Slowly you went on, setting down each step as you remembered it:

1. As I began to see the needs of the children, especially of the beginners, I asked the school board's permission to remove the unused seats in the schoolroom, to make room for a play corner for the little children. The older boys helped remove these seats and mount those remaining on runners, so that we could move them about as we needed space for indoor play and other activities.
2. When we began to mount the seats and to make the play corner, we needed extra time not provided on the program. We took a work period—from before school to 9:25 A.M.—and then made up the time by combining all the arithmetic class periods into one long period. I found that the long period made it possible to supervise the work of all the grades at once, and to give

individual help to those who needed it. Each child made an "arithmetic progress chart" and worked hard to improve his record. When a group needed the same help, or when new work was being developed, I worked with groups for part of the period. This was such a satisfactory plan that we kept it for the rest of the year.

3. We required so much discussion and planning time for our work projects that we combined language classes part of the time, also. We found having a larger discussion group so helpful that we finally organized two permanent language groups—grades 1-3 and grades 4-8. Work on the mechanics of English was carried on individually as needed.
4. The history and geography in fifth grade and in sixth were so closely related that we combined the two class periods for each of those grades and had a longer "social studies" period instead of a short class in geography and another in history each day.
5. The children from several grades worked together on a community history and on a study of the eclipse of the moon—each child choosing the subject he preferred. This grouping of different age levels worked out so satisfactorily that we worked together in other "mixed" groups when it was convenient or desirable.
6. The three primary grades often worked together in reading because there was only one child in the second grade and some of the third graders needed extra work in easy reading materials. At the end of the year these three grades worked together on a unit on wheat and flour milling, called "Wheat from Farm to City and Back Again."
7. During the last six weeks the fourth and fifth grades worked together on a unit on dairying, and one third grader who was more advanced than the rest of her grade worked with them. The three upper grades worked together on a unit on the development of democracy and on the development of the world trade which paralleled it. Working in these two large groups helped us to accomplish much more than the separate grades would have been able to.
8. Below is a copy of the daily program which we used during the last six weeks.

DAILY PROGRAM

8:30- 9:10	Work period (Activities)
9:10- 9:25	Evaluation and planning period
9:25- 9:55	Reading (I, II, III), separately or together as desirable
9:55-10:35	Social Studies (VI, VII, VIII *)
10:35-10:40	Recess
10:40-11:00	Social Studies (I, II, III)
11:00-11:30	Social Studies (IV, V)
11:30-11:50	Penmanship and Spelling (II-VIII)
11:50-12:50	Noon period
12:50- 1:20	Reading (I, II, III)
1:20- 2:10	Arithmetic (III-VIII)
2:10- 2:35	Physical Education
2:35- 2:50	Language (I, II, III)
2:50- 3:20	Language (IV-VIII)
3:20- 3:50	Work period (Activities)
3:50- 4:00	Music

* Eighth grade science was carried on in the social studies work or in language classes.

The late afternoon sun was pouring into the schoolroom windows as you finished, and you stretched your cramped muscles. "Tonight I'll look over my notes on plans for next year and then write the third part of the report tomorrow," you concluded.

In the morning you headed a new sheet "Problems upon Which I Wish to Work in the Workshop" and listed those which seemed most important:

1. I would like help in criticizing the activities carried on in my school this year so that I can pick out weak spots which should be improved next year. I need help, especially, in analyzing the relation of these activities to the objectives which I have listed.
2. I would like help also in revising and improving my list of objectives, so that I can use them in planning my work for

next year. I would like to make them complete enough to help me judge whether activities which arise out of the children's interests and experiences as we go along are worth while and should be followed further. This has been one of my greatest difficulties this year.

3. I want to plan some units of work for next year in which two or three grades, or even the whole school, might work together.
4. We have had very little music in our school this year. I do not play the piano, and we have no musical instrument of any kind in our school. Are there any music and rhythmic activities which could be carried on in spite of these handicaps? I would like some help in working out a plan for such work, if possible.
5. Additional questions:
 - a. Can a course of study be arranged so that two or three grades in a one-room school can work together in a group over a period of several years without repeating or missing parts of the needed work?
 - b. Are there any kinds of report cards which would give parents a more complete idea of their children's progress and needs than can be shown just by letter grades in school subjects?

When you had finished typing the final paragraphs, you addressed one copy of the report to the director of the workshop and a second one to Mr. Gray. With the latter you enclosed a short note:

Dear Mr. Gray:

I am sorry that I shall not see you again before I go to the workshop. I would like to talk over the enclosed report with you. I prepared it in answer to the workshop director's letter, which I am enclosing also. I have spent a day and a half working on it, and I have really done some *thinking!* But I believe it has given me a new point of view on the year's work, and I feel ready to do some good planning for next year. If the workshop itself is as stimulating and thought-provoking as this first assignment has been, I shall certainly get great help from it.

I want to thank you for your interest and encouragement this

year. I have appreciated your willingness to let me try out new things and your influence with the school board. Thank you, too, for bringing the other teachers to Riverside School. We have had some very interesting sessions together, and now that three of us are going to be in the workshop together, we shall have many worth-while things to bring back to Weston County.

If you get a chance to visit the workshop, as you suggested at our meeting, we shall be glad to see you.

Very sincerely yours,
Gertrude Lee

9 • WORKING OUT BROADER OBJECTIVES

"SIXTY-SEVEN AND SIXTY-EIGHT, but not sixty-nine; and I can't decide whether eighty-one should go here or not," you were murmuring as Judith Engen stuck her head around your half-open door.

"Aren't you through *yet*?" she demanded. "We've been done a long time but we didn't want to bother you."

"I'm doing the next to the last one," you answered. "Tell Anne to come up and we'll go over all of them together."

They came in with their hands full of sheets of paper and peered over your shoulder as you jotted the last figures into the column. "Good heavens, she has eighty-three activities in her list; no wonder it took her hours!" Anne exclaimed. "What do the P's and M's and U's mean, Gertrude?" she asked.

"Oh, they're for Primary, Middle, and Upper grades," you answered. "That's the way I had them listed in my plan book, and I thought it would be handy to have each activity marked that way on this check sheet when we start evaluating them."

Judith picked up the list and leafed through it. "Imagine!" she said. "Four pages and a half! Did you put in drill games and things like that?"

"No, I just included the activities which were outside of the course of study requirements and textbook assignments,"

you replied. "I knew fairly well to what objectives those others were related, but I couldn't figure out how to check these against the objectives. That's why I asked about it in my report."

"Miss Elden certainly read the reports," Anne said. "I thought it was sort of queer that she suggested that all of us make this check sheet, just because you asked about that. But I'm glad now that she did. I have a much clearer idea of what we accomplished in my school than I had, even after I wrote my report."

"I only had about thirty activities in my list," Judith said, "because I started so late in the year. Let's see yours." She read through the long list carefully, saying here and there, "Oh, yes, I remember you told us about that at one of our meetings" or "I didn't know you did this."

ACTIVITIES IN RIVERSIDE SCHOOL

1. Mounting seats and desks on runners (M, U)
2. Arranging and furnishing play corner (P, M)
3. Learning to measure and making problems in connection with these activities (M, U)
4. Learning a variety of playground games in which different age levels played together; taking turns as leaders (All)
5. Making stools for use of recitation and discussion groups (M, U)
6. Making playground equipment (All)
7. Sketching out of doors (All)
8. Playing house in the play corner (P)
9. Playing number games (P)
10. Doing school housekeeping through committees (All)
11. Discussing and planning co-operative tasks (All)
12. Taking responsibility for younger children (M, U)
13. Learning to work and play without friction (All)
14. Composing and reading stories about activities in the play corner (P)

15. Studying their own homes and comparing them with those in other communities (All)
16. Beautifying the schoolroom (All)
17. Making a model house (U boys)
18. Planning and furnishing rooms in the model house (M, U boys and girls)
19. Taking part in plays and puppet plays (All)
20. Taking an excursion to a new house being built near by (All)
21. Discussing construction and plan of new house (All)
22. Getting and sharing information about house construction (M, U)
23. Inspecting school and homes for fire hazards (All)
24. Improving fire prevention precautions at school and at home (All)
25. Sending to the Federal Housing Authority, to a refrigeration plant, and to other sources for informational materials (M, U)
26. Figuring the cost of building a modern house (M, U)
27. Learning the sources of lumber in the United States (M)
28. Making posters, charts, and movies about homes and other subjects (All)
29. Keeping a bird feeding station (P)
30. Keeping records of their own hours of sleep (P)
31. Resting for a period each day (P)
32. Playing outdoors at least an hour each day (All)
33. Writing letters, invitations, and so on (All)
34. Composing legends and explanations for charts and booklets (All)
35. Keeping individual weight records (All)
36. Keeping accounts for hot lunch and library service (M, U)
37. Making new schoolroom furniture and equipment as needed (All)
38. Carrying wood and water, caring for stove, and regulating schoolroom temperature (U, M, and P)
39. Learning how to introduce people, to eat correctly, and so on (All)
40. Free reading for pleasure; sharing stories with others (All, but largely P, M)
41. Supplementing report cards with individual notes (Teacher)

42. Having a series of Open Houses for parents and community members (All)
43. Making winter bouquets, terrariums, and, in the spring, aquariums (All)
44. Learning about condensation, precipitation, surface and underground water (All; required in Science VIII)
45. Testing home and school wells and safeguarding them (M, U, adults)
46. Learning why certain plants live in certain regions (M, U)
47. Learning about latitude as related to plant growth (M, U)
48. Learning how the seasons change and how plants, birds, animals, and human beings adapt themselves to seasonal change (All; largely M and U)
49. Demonstrating why seasons change, for adult audience (M, U)
50. Learning about the history of the school and of the community (M, U)
51. Making Christmas gifts (All)
52. Decorating Christmas tree and schoolroom (All)
53. Enlisting co-operation of youth and adults in Christmas program (Teacher)
54. Studying an eclipse of the moon (M, U)
55. Organizing a recreation group for out-of-school youth (Teacher)
56. Utilizing the county nurse's assistance in community health improvement (Teacher)
57. Making a Health Survey of the school (All, with nurse)
58. Running a valentine post office (P)
59. Planting wheat and learning about its journey from farm to city and back again (P)
60. Studying occupations in the community and those which serve the community (M, U; P—flour mill and bakery)
61. Exploring vocational opportunities for older children (U)
62. Enlisting help of State Employment Office for vocational information (Teacher)
63. Studying their own dietary needs (All)
64. Planning, preparing, and serving hot lunch (All)
65. Organizing and carrying on a school club (All)

66. Using various sources for information about diet (All)
67. Working with the Agriculture Extension Service in planning gardens for hot lunch supplies next year (M, U, mothers)
68. Working with school board members, other adults, and out-of-school youth on projects for the improvement of the school (All)
69. Keeping progress charts and checking their own strengths and weaknesses in the skill subjects (All; largely M, U.)
70. Planning their own daily schedules of study periods (M, U)
71. Keeping outdoor and indoor temperature chart (P)
72. Learning how dairying makes communities interdependent (M)
73. Learning how trade has developed world interdependence and has contributed to world war (U)
74. Studying the relation of the war to their own lives (U)
75. Taking excursion to modern dairy (All)
76. Planning and taking an excursion to a neighboring city; visiting a refrigeration plant, a co-operative market, and a wholesale house (M, U)
77. Getting acquainted with freight and passenger trains (M, U)
78. Visiting a flour mill and a bakery (P)
79. Spending a day at the high school (Eighth grade)
80. Writing spring poems (Volunteers)
81. Studying soil conservation and conservation of wild flowers (All)
82. Beautifying the school grounds (All, Out-of-school youth)
83. Having a Community Day with two other districts (All, parents)

"How did your objectives check up?" asked Judith as she handed back the sheets.

"Fairly evenly," you replied. "Number 12 was lowest, and number 16 didn't have so many, but all the rest have about ten to fifteen activities."

The two bent over the check sheet, while you read the numbered items one by one from your list of activities:

OBJECTIVES SET UP

ACTIVITIES CONTRIBUTING
(See corresponding items
on four preceding pages)

1. To help the children enjoy working and playing together in many different kinds of activities, and adjust themselves happily to the "community life" of the schoolroom.
1, 2, 4, 5, 6, 8, 11, 12, 16, 19, 23, 32, 37, 39, 40, 49, 53, 64, 65, 68, 76, 82, 83
2. To help them develop increasing independence (as a group and individually) in planning, in organizing their own ways of carrying out their plans, and in criticizing their own results.
1, 2, 5, 10, 11, 14, 16, 24, 42, 50, 60, 64, 65, 69, 70, 82, 83
3. To give the younger children chances for leadership in the kinds of activities suited to their abilities.
2, 4, 8, 10, 11, 14, 19, 29, 40, 42, 64, 65, 78
4. To help the older children to take responsibility for the younger children when necessary, and to develop more mature leadership.
2, 4, 5, 6, 10, 11, 12, 13, 16, 19, 20, 24, 36, 37, 38, 42, 47, 63, 64, 65, 67, 68, 75, 82, 83
5. To organize the routine tasks of schoolroom housekeeping and hot lunch so that each child may learn to work independently or as a member of a committee.
10, 36, 38, 39, 64, 65, 67
6. To develop skills in physical, manual, and art activities as well as in mental activities.
1, 2, 4, 5, 6, 7, 10, 16, 17, 18, 19, 28, 37, 38, 43, 51, 52, 58, 64, 67, 82
7. To give every child the chance for successful achievement in as
1, 2, 4, 5, 10, 11, 12, 14, 16, 17, 19, 22, 23, 24, 28, 34,

OBJECTIVES SET UP

many different kinds of activities as possible, especially to help every one of them to succeed in the regular school subjects so far as possible.

8. To find as many ways as possible to *use* arithmetic, reading, and language as tools for carrying out the children's own plans and interests.
9. To help the children understand that geography and history are records of how human beings have adjusted to their environment and to each other.
10. To help the children learn to understand and enjoy the out-of-doors and to share in the conservation of natural resources and beauty.
11. To broaden the children's experiences in as many valuable directions as possible.
12. To help them to be tolerant of people who live and believe differently from themselves.
13. To encourage parents to work with children in understanding health and safety measures and in practicing them habitually.
14. To help the children realize that their community has desirable qualities, that other communities depend upon it for

ACTIVITIES CONTRIBUTING

36, 37, 42, 50, 51, 52, 58, 64, 65, 68, 70, 71, 82

3, 9, 11, 14, 15, 16, 17, 18, 21, 22, 25, 26, 30, 33, 34, 35, 36, 40, 58

15, 27, 44, 46, 47, 48, 50, 59, 60, 72, 73, 74, 75, 76, 77, 78, 81

7, 16, 27, 29, 43, 44, 48, 51, 54, 59, 81, 82

15, 16, 17, 19, 20, 23, 25, 39, 60, 72, 73, 74, 75, 77, 78, 79, 81, 82, 83

12, 15, 60, 76

17, 18, 22, 23, 24, 31, 32, 35, 41, 45, 56, 57, 63, 64, 67, 71, 75

20, 27, 47, 50, 56, 60, 61, 62, 67, 72, 75, 76, 78, 79, 81, 83

OBJECTIVES SET UP	ACTIVITIES CONTRIBUTING
certain things, and that, in turn, it depends upon other communities for many services.	
15. To make the school part of the community and to encourage youth and adults to take part in school activities.	20, 24, 33, 41, 42, 50, 52, 54, 55, 67, 68, 81, 82, 83
16. To help the children realize more and more, as they grow older, that all nations and peoples in the world are interdependent.	60, 61, 72, 73, 74, 83

"There aren't very many for number 5," one of them commented. "Does that mean that you didn't do that as well as the rest?"

"No, I don't think so," you said thoughtfully. "Most of the activities under objective 5—such as number 10 and number 38—continued all through the year, and all the children did them. I think it's just as Miss Elden said—the number of activities credited to each objective is only one measure of how well it was accomplished. Though with objective 12, I do think the small number of activities indicates that I failed to do enough about that point."

"To help them to be tolerant of people who live and believe differently from themselves," Anne read. "How did you happen to put that one in?"

"Mostly because of the way the children treated Rose and Rudolph," you replied. "You remember I told you how Rose's singing at the Christmas program made some difference in people's attitude toward the family. But the whole community needs to be more tolerant. They all belong to the same church and they haven't traveled much, and they're just what you'd

call narrow-minded in some ways. I really ought to do more next year to help the children learn tolerance, not only toward people in other lands but toward the 'foreigners' in their own community—people of different religion or different nationality. They even distrust city people! I wonder if I could do something that would help them understand that people *can* work together for a common purpose, even though they have different beliefs and customs. I must talk to Miss Elden about that when I have my conference tomorrow."

"I enjoyed my conference with her today," Anne said. "In fact, I'm glad already that we decided to come to the workshop. Just in this first section meeting today I got some things clear that I'd never really understood before. That discussion about what the curriculum *is*, for instance. In spite of a class in curriculum in college and all our reading and talks this spring, I was still thinking of the curriculum as being just the state course of study. Things like hot lunch and playground activities, and the relations of the children with each other and with the teacher, which we discussed today, seemed sort of extras. I don't think I ever thought of them as learning experiences. Now I realize that if you think of the curriculum as 'all the experiences through which the child develops in school' (that's how we finally worded it this morning, isn't it?) every single thing that goes on *can* help him to develop, in one direction or another."

"It almost seems that what went on in the community was part of the curriculum, too," Judith added. "Take our 'Three-Community Day' for example; that was a school activity, but the children's real development came from their co-operation with their own community and the two others in planning and enjoying it. The same thing is true about this tolerance Gertrude was just talking about. It can't be developed in school alone; it has to be part of their life in the community."

Where does the school curriculum leave off and the 'community curriculum' begin?"

"That's just what Miss Elden was talking about in my conference this afternoon," Anne broke in. "We were talking about objectives instead of activities, but I think it applies to both. You remember I had such a time trying to word my objectives when I wrote my report. Well, she said that I seemed to be trying to express two different things at once—the child's individual development and his social development. Of course each *is* a part of the other, but she showed me how my objectives were confusing the two kinds of development. She said that the big, over-all objective of education is the *all-round* development of the child, *as an individual*, and *as a member of his social group*, and that a teacher must have a clear idea of which kind of development is being stressed in any given activity. She helped me sort out my objectives and reword them, and they seem much clearer to me now. See—these are the ones which emphasize his personal development, and these stress his adjustment to the social group."

"I never thought of that," you said as you read over her check sheets. "Mine certainly are mixed. Let's see. I'd say number 1 was social, number 2 is both, number 3 is individual, and so is number 4, pretty largely. Number 5 is both, but 6 and 7 are individual, and so are 8, 9, and 10; 11 is both, I guess; 12 is social, and 13, 14, 15, and 16 are, too. That makes six that are social, seven that are individual, and three that are both. Well, I'll have to leave them that way for now, but I want to ask Miss Elden about objectives when I have my conference tomorrow. What bothers me is how I am to know what objectives are valuable. How do I select the right ones? Did she give you any help with that, Anne?"

"No," Anne replied. "She said we'd be spending the next few section meetings on evaluating the objectives in our

reports, and then, as we got more perspective, each of us could work out those which seemed most valuable for her own school."

"That's what I want to do," you agreed. "Mine just seem to have 'growed like Topsy' this year, and I want to set up some which will really be *guides* for next year."

Miss Elden finished her conference with the preceding teacher and turned to you. "You're the last one, and we can have a good long talk," she said. "I enjoyed your report. You certainly seem to have done a great deal last year."

"Yes, I guess we did. The children were so interested, and everyone was so good about helping us. I don't think I realized how much we *had* done until I got the activities all brought together for my check sheet," you answered. "But I really think now that we did too many different things and didn't get the full value out of some of them. I've thought of so many worth-while things we could have done on homes, for instance. But then we got started on foods and our hot lunch project. We could have done so much more on the community, too, especially in science. I didn't have a clear enough idea of what was most valuable for us to do. I just had to feel my way."

Miss Elden nodded. "Yes, I notice that you asked for help in revising your objectives so that they would provide better guidance. Shall we begin on that today?"

"Please do!" you urged. "If I can get them clear and complete, then I can begin to see how to go ahead on my planning for next year."

"You can get them clear, but don't try to get them too complete and final," Miss Elden said warningly. "Always in a vitally alive learning situation new interests arise out of the activities which are going on, and you must feel free to

utilize them. That was an advantage last year, when you set up your goals as you went along. But you need, beyond those immediate goals, some big, comprehensive objectives. They must be there as your constant guide, but they must be broad and flexible enough to allow you freedom to follow up your children's interests and experiences without being afraid you will get 'off the beam'!"

"That's just it!" you said eagerly. "I need a 'beam.' I didn't seem to have anything last year to guide me toward any specific place."

"You had more than you realized, I think, as I look at your check sheets," Miss Elden smiled. "Your own concern with the development of each child's personal growth, and your recognition of the contribution of his home and community life to his learning experiences in school, served as guides to that big, ultimate goal of education which we can define as 'the all-round development of the child as an individual and as a member of his social group.'"

"Yes," you answered slowly, "but I didn't see it clearly. I think I emphasized the individual growth more than the social."

"Yes," Miss Elden agreed, "you saw the individual needs of your children first—as a good teacher must—and your objectives reflect that. They touch upon most of the kinds of growth which the individual child needs to make: physical, mental, emotional, and social. But growth, in itself, is not the criterion. It is the quality of the growth, the directions it takes, which measure the success of teaching. Your first step will be to analyze the directions of individual growth which your children most need. Then you can set up objectives which will serve as your guiding 'beam,' not only for next year's planning, but as a frame within which your whole school curriculum can develop."

"That's what I want, especially now that I have come to see that all the activities which we carry on together, planned and unplanned, make up our curriculum," you replied. "How shall I begin?"

"Begin with what you know about your children. Sit down with your record folders and make a list of all the kinds of needs you find among your children. Then check your own judgment against that of educators who have specialized in the study of child growth and its relation to the curriculum. Take your list to the library and compare it with the lists given in Lee's *The Child and His Curriculum* on pages 3 to 12, and 597 to 602 (12).* Get the Virginia Course of Study (24) and read the 'guidance suggestions on the personal development of boys and girls' at each grade level in Section II, the 'Aims of Education' in Section V, and the items given under 'Personal Development' in the 'Scope of Work.' Read over Chapters II, IV, and V in Miss Strang's book on guidance in rural schools (22), especially page 119, where you will find what a group of children felt were the most valuable kinds of growth they had gained from a certain activity. Add to and revise your list of appropriate directions of growth for your own children, until you feel it is inclusive enough to allow you freedom in selecting activities and yet definite enough to help you evaluate your choices. This will probably take you two or three days. In the meantime we will be discussing child development and the building of objectives related to it in our section meetings. That, too, will help you to formulate your own."

"These will be objectives for just individual development, then?" you queried.

"Yes. Concentrate upon that phase for now," Miss Eilden answered, "but make notes, also, as you find suggestions which

* See numbered references on pages 307-309.

you would like to use for your objectives related to social living. We will go on to that next in our section meetings."

You spent the bulk of the next two days in the library, reading and making notes, sorting and rearranging your original lists. At first you were almost overwhelmed with the variety and complexity of the goals of individual development which you found in the readings suggested by Miss Elden. But gradually, as when you first began to formulate the objectives for your report, the items fell into related groups, and at last a series of inclusive objectives began to emerge.

You asked for a conference appointment and took your new list to Miss Elden. "They aren't strictly individual," you said apologetically. "Some of the things which my children need most as individuals are in their relations with other people."

"Oh, we can't separate them entirely," Miss Elden said quickly. "Each individual lives in a social group. It affects him and he influences it. But a teacher must see both factors clearly in order to guide the child toward his own greatest self-realization, while at the same time she utilizes the social environment as material which will further his growth. Let us go over your list."

Together you studied the items, rewording them more concisely, reducing overlappings and adding points which were omitted. "There," Miss Elden said at last, "I think that will be really useful to you. Read them aloud to me now, so I can think of them as a whole." One by one you read them through:

OBJECTIVES FOR RIVERSIDE SCHOOL

1. The personal development, growth, and learning of each individual child in:
 - a. A sense of his own value as an individual—the awareness of his own abilities and capacities, and the ability to

achieve success and constructive self-expression through them.

- b. Open-mindedness toward others' abilities and beliefs, and tolerance for those individuals or groups whose nationality, religion, occupation, or ways of living differ from his own.
- c. Intelligent care of his own physical health, and growth in self-control and emotional balance.
- d. Appreciation of and desire for beauty and order in personal and group living.
- e. Development of an investigating attitude toward his natural and social environments.
- f. Command of basic knowledges and skills sufficient to enable him to take part in civic and social living with confidence and effectiveness.
- g. Knowledge of the general advantages, disadvantages, and requirements of various occupations, both rural and urban, sufficient to aid him in deciding what training to seek beyond the elementary school.
- h. Initiative in finding (in books, music, art, handicrafts, nature, and social relationships) resources for his leisure time.

Miss Elden nodded when you had finished. "It's a good list," she said. "Now I suppose you want to go on with those related to social living."

"I want to ask you something else first," you answered. "It's about this second objective. When I worked out my check sheets the other night, I realized that we had had very few activities last year which developed tolerance in the children. They really need growth in that—the whole community does. At our Community Day picnic the grownups in the three communities decided to form a co-operative to bring electricity to their farms, and I believe that working together for a common purpose will help to make the people in each community more tolerant of neighboring people and communities different from their own. Of course we've worked co-operatively in school, too, but it isn't quite the same. Could a real co-operative

be organized in a school so that the children would become acquainted with the *method* of co-operation and would gain a sense of belonging to a nation-wide Co-operative Movement?"

"Why, yes," Miss Elden replied. "You'll find an article in the *Progressive Education* magazine for April, 1942 (8), telling about just such a co-operative in a one-room school in Minnesota. I have some good material on the organizing of co-operatives, and I'm sure you'll find plenty in the college library. Go on thinking about how it could serve the school and the community and begin to sketch in your plans. Then, when you're ready, we can talk it over again."

"Thank you, Miss Elden," you said gratefully. "I'm afraid I'll need quite a bit of help because I don't know much about co-operatives. But I do think organizing one will be valuable for the children, and it will help them to understand the electrification one better, too. Now about the other objectives?"

"We are going to talk about social objectives in the section meeting tomorrow," Miss Elden replied, "and I think that will give you enough guidance to start with. When you have them formulated tentatively, bring them to me and we'll make whatever revision is necessary."

"You have all been working on your objectives for the child's personal development," Miss Elden began the next morning. "Now we need to think of the other side of his development, as a member of a social group. Our rural children live in several social groups: in their home groups; in the school group; and in a rural community group. They may live their whole lives in that community group, or they may find it desirable or necessary, as adults, to work and live in an urban community group. The rural school's curriculum has a double responsibility, that of preparing children for happy, successful adult life, not only in the kind of community in which they

now live, but also, possibly, in an urban community, very different from their own. The thoughtful rural teacher must draw up the objectives for her school's curriculum so as to provide the child with understandings of group living and of the interdependence of various peoples, both rural and urban.

"Basically, every group of people, rural or urban, bands together to do certain things which the individuals could not do alone. Can you think of some of these activities in which the people of any group co-operate in order to make their lives more happy and comfortable?"

"They try to make happy, comfortable homes," one of the teachers ventured.

"Exactly," Miss Elden responded. "That is one of the most fundamental functions of group living among human beings: sharing in the responsibilities of home and family life. Can you name some others?"

"They band together for protection against fire, lawlessness, and other dangers," another offered.

"And in such activities as soil conservation and flood control," a third added.

One by one the members of the group suggested items of group activity, and the secretary for the day wrote them on the blackboard. "Now, can we consolidate and clarify these a bit so that they will give you a compact list for reference?" Miss Elden suggested. The numerous items were combined and reworded into a list containing eight points:

AREAS OF SOCIAL LIVING

1. Sharing in home and family life.
2. Co-operating in activities of the community.
3. Protecting and conserving life, property, and natural resources.
4. Producing, distributing, and consuming material goods and social and cultural services.

5. Adjusting to and controlling the natural environment.
6. Utilizing and adjusting to the products of science and invention, especially transportation and communication.
7. Enjoying recreational activities and joining in religious and creative activities with others.
8. Providing for education, and acquiring through it those organized knowledges and skills essential to intelligent participation in group living.

"You will find lists similar to this in many of the bulletins in the curriculum laboratory," Miss Elden went on. "The items are sometimes called the 'major functions of social life' or 'centers around which group living clusters.' But they are the basic fields or areas in which social groups co-operate to improve their mode of living, so I usually just call them 'Areas of Social Living.' For convenience let us use that name," she added as she wrote it above the list.

"Now can you see how these are going to help you with your social objectives?" No one replied for a moment. Then Anne said hesitantly, "I can see how they would help me in selecting subject matter or activities, but I can't quite phrase them as objectives."

"They aren't really objectives in themselves, are they," Miss Elden asked, "except as we think of them as contributing to that 'all-round development of the individual in his social group'? They are really a frame around which social understandings and skills may be built up. Your objectives would be phrased in terms of the child's understandings and his gaining of skills, with these eight areas as the frame which held them together and gave them order. But perhaps you are not quite ready to formulate these objectives. Would it help you to see these eight areas more clearly in relation to the curriculum if you checked your last year's objectives and activities against them?" she asked. "You could use the same method that you

used on your other check sheet, but with three columns like this:

AREA OF LIVING	RELATED OBJECTIVES	RELATED ACTIVITIES
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It will not take you long this time, because you have your lists of activities and objectives all set up and will only need to write in their numbers in the two right-hand columns. Then you can see graphically to what extent your objectives and activities were distributed over the eight areas, and you will have a basis for selecting the social objectives which you need to emphasize most strongly next year. I will be glad to go over your check sheets with you and give you what help you need in setting up your objectives."

That afternoon you found Miss Elden alone in her office. "Would you have time now to go over the checking of our activities at Riverside School under those areas of social living?" you asked. "I was so anxious to see how well we had covered them that I sat right down after lunch and made my check sheet."

"I can certainly see how you got so much done last year!" Miss Elden exclaimed laughingly. "You just plunge right in, don't you?"

"I guess I do," you confessed. "I have a little quotation from Goethe that says,

Only engage, and then the mind grows heated.
Begin, and then the work will be completed.

and I've found that it's really true—once you *begin* a thing you can find your way through somehow!"

"And 'he who hesitates is lost!'" Miss Elden supplemented gaily. "But it isn't a bad idea to have some sort of *plan* before you begin."

"I'll have one before I begin, next year," you said firmly. "Feeling your way is better than standing still, but it isn't very comfortable!"

You laid your sheets on the desk. "I checked them as you suggested. Then I made a short summary for each area, too, because it is so hard to keep looking from the long list of activities to the check list. Will you show me what we missed?"

Miss Elden took a folder from the filing cabinet. "This is a list of activities and experiences which fall under each of these areas," she said. "I have been compiling it for several years. Its organization is not quite the same as that which we worked out this morning, but it will help us to see other things which you might have done." As she read your summaries and suggested further activities under each area, you noted them as "lacks" which you would try to meet in your objectives and activities for the coming year.

Area 1. Sharing in home and family life.

Objectives: none directly related to this area.

Activities: 19 items.

Dramatizing home life in the play corner; reading and composing stories about home life; studying house construction; entertaining guests; studying foods and diet; making gardens for home and school use; studying home water supply and fire prevention precautions.

Lacks: Experiences related to health practices in the home; to home beautification; to crafts still carried on in the homes of the community; to recreation in the family group.

Area 2. Co-operating in activities of the community.

Objectives: 1, 2, 3, 4, 5, 11, 12, 14, 15, 16 (see pages 169-170).

Activities: 34 items.

(a) Activities in the "school community."

Improving and beautifying schoolroom and grounds; finding

and correcting school fire hazards; testing school well; caring for school housekeeping and temperature; managing hot lunch and library projects and keeping accounts.

(b) Activities with the outside community.

Participating in programs for community entertainment; studying community and school history; working with adults on school improvement; contributing to conservation program; participating in "Three-Community Day."

Lacks: Contributions to community projects not directly connected with the school; development of "community-citizenship" consciousness on the part of the children; activities directly encouraging tolerance toward those of different nationality and religion.

Area 3. Protecting and conserving life, property, and natural resources.

Objectives: 2, 3, 4, 7, 10, 11, 14.

Activities: 15 items related to physical and mental health.
8 items related to conservation of property.
4 items related to conservation of resources.

Health—Keeping school clean and at correct temperature; studying diet; preparing hot lunch; getting proper sleep and rest; playing outdoors; safeguarding water supply; co-operating with county nurse; making school Health Survey; watching own weight; analyzing own progress; helping to prepare own report cards.

Property—Taking care of school equipment; protecting school and homes against fire; protecting water supply; improving schoolroom and grounds.

Natural resources—Studying why there are no forests in our community; protecting birds in winter; preserving wild flowers; participating in soil conservation program.

Lacks: Familiarity with means and agencies for the protection of health and property; understanding of government as organized protection; widening range of experiences in conservation of natural resources.

Area 4. Producing, distributing, and consuming material goods and social and cultural services.

Objectives: 5, 6, 7, 8, 14.

Activities: 24 items.

(a) Related to production and distribution (14 items).

Farm production—Studying wheat growing and dairying; following distribution of locally produced goods; studying relation of production to climate; considering agriculture as a vocation; studying relation of trade and production in the world; studying relation of trade to war; studying soil and production.

Manufacturing—Studying fabricated materials for house construction; studying lumbering, flour milling, baking, as industries; studying storage of goods in grain elevators, refrigeration plant, and wholesale plant, and distribution by trucks and trains.

Lacks: Sufficient development of the variety of production in agriculture; adequate study of farming in other regions; experiences with production of raw materials, such as minerals, fuel, and fiber; more attention to range of manufactured articles used in their own community.

(b) Related to consumption (10 items).

Studying sources, uses, and costs of building materials; buying some hot lunch materials; procuring of hot lunch material from home storage; enjoying reading materials; studying occupations which provide services; utilizing agencies and services in the community and outside it, for school needs.

Lacks: Emphasis on intelligent purchasing, especially experiences related to sources, purchasing, and care of clothing; emphasis on sources and use of cultural services, such as literature, art, and music; guidance in use of radio as a cultural resource.

Area 5. Adjusting to and controlling the natural environment.

Objectives: 9, 10, 11.

Activities: 12 items.

Enjoying the out-of-doors; learning how plants, animals, and human beings protect themselves against seasonal changes;

Effects of latitude on plant growth; learning about the relation of the moon to the earth; using native materials for school beautification.

Lacks: Exploration of geographical features of local community; acquaintance with birds, animals, plants, and insects in our environment; study of helpful and harmful aspects of these to human welfare and to agriculture.

Area 6. Utilizing and adjusting to the products of science and invention, especially transportation and communication.

Objectives: 6, 7, 11, 13, 14, 16.

Activities: 13 items.

Studying modern home conveniences, their cost, and problems of securing them in rural areas; comparing life in the community "then and now"; studying travels of wheat from farm to city and back; consideration of vocational opportunities in industrial life; studying rural mail service; studying effects of transportation and communication upon interdependence of peoples; use of machines in dairying; using automobile and train transportation.

Lacks: Adequate study of effects of machine production upon present-day agriculture; experiences with communication in modern living, especially the values of radio; attention to transportation by water, and to air transportation in its effects upon world relationships.

Area 7. Enjoying recreational activities and joining in religious and creative activities with others.

Objectives: 1, 3, 6, 7, 10, 12, 15.

Activities: 8 items related to play.

11 items related to creative activities.

1 item related to religious activities.

Play—Playground and indoor games; some community recreation; school programs; Community Day.

Creative—Many experiences with woodworking and construction, but largely for use rather than beauty; school beautification; some creative activities in art and poetry.

Religious—Christmas observance.

Lacks: Wide range of creative activities in relation to the natural environment, to clothing and home beautification, and to creative writing; adequate music program; radio as a stimulation for creative activity in speech, writing, music, and poetry.

Area 8. Acquiring those organized knowledges and skills essential to intelligent participation in group living.

Objectives: 6, 7, 8, 9.

Activities: 23 items related to intellectual skills.

36 items related to practical skills.

14 items related to social skills.

Intellectual—Learning to find, use, and share information of a wide variety related to home and community experiences.

Practical—Experiences with woodworking and other manual activities of a practical nature; experience in cooking, serving, housekeeping, and sanitation.

Social—Co-operative experiences in organizing and carrying out school activities; knowledge of social courtesies and skill in the entertainment of guests; experiences in co-operation with all age levels from primary to adult; knowledge of recreational activities; skill in leadership.

Lacks: Widening knowledge of ways of working and living in other kinds of communities than their own; introduction of skills of organized co-operation.

"Of course you realize," Miss Elden said as she finished, "that all these experiences I have suggested could not possibly be encompassed in a single year. As it was, your children had an unusually broad and rich range of activities in the short space of nine months. But the suggestions I am making will help you to extend and supplement those experiences, next year and in the following years. Go over these summaries now and begin to work out the understandings and abilities and skills which will lead toward the new growth in social living which your children need. Come back any time if you need help."

Anne threw herself wearily on your bed. "I don't care if I never see another objective!" she exclaimed dejectedly. "That's all we've talked about for a week, and I still can't make head or tail of mine!"

"We've been reading all these bulletins from the curriculum laboratory, and she's lost in a fog of words," Judith explained laughingly.

"So am I," you said ruefully. "Listen to this one: 'The inevitability of social change, its experimental quality, and the slowness with which it takes place!' It sounds like all the bulletins rolled into one. The longer I work, the bigger the words get!"

Anne jumped to her feet. "We aren't writing a bulletin," she exclaimed; "we're just trying to put down some things that will help our children. Why don't we say them as if we were saying them to the children?"

"Why not?" you and Judith echoed. "Let's try it!"

"Let's start with understandings," Anne said. "I've had the most trouble with them. Now what would we want the children to understand about area 1, 'sharing in home and family life'?"

"Why, that every member has some share in what the family does together, I suppose," Judith said slowly. "That each one *can* contribute to it," she amended.

"It's more than what they do together, though," Anne said. "Why not say, 'Each one can contribute to the happiness and welfare of the others'?"

"That isn't quite the way you'd say it to the children," Judith said teasingly, "but it's simple. Let's write it down for now, anyway. How about the next area, 'co-operating in activities of the community'?"

"All the people of a community depend upon one another in certain ways," you began.

"And they have certain responsibilities to one another," Judith added. "That will do just as it is, won't it?"

One by one you went through the eight areas and worked out together simply worded statements of the understandings which your children might gain about the fundamentals of group living.

"If one of you will read them to me, I'll type them, with two carbons so we can each have a copy," you offered. "How shall I head them?"

"Why not just 'The development of the following social understandings'?" Anne asked.

"But I think we ought to say something about children of different ages," you protested. "They won't all develop these understandings to the same degree. Couldn't we say, 'The development, at each child's level of maturity and ability, of such social understandings as the following'?"

"That's better," Anne agreed. "And it makes it more flexible, so you can add others as you find need for them. I'll begin working on the skills while Judith reads those to you," she went on. "I'm getting the idea, now."

As Judith dictated, you typed the list:

SOCIAL OBJECTIVES

1. The development, at each child's level of maturity and ability, of such social understandings as the following:
 - a. That every member of a family can contribute to the happiness and welfare of the others.
 - b. That it is important for each individual to maintain his own health and to protect his own property, but that people can protect themselves more effectively by working together.
 - c. That all the people in a community depend on each other in certain ways and have responsibilities to each other.
 - d. That each community depends upon many other communities for the things it needs or wants.

- e. That people can live upon the earth only because they use the soil, water, minerals, plants, and animals, and that they must not waste these resources.
- f. That nature influences people's ways of living but that scientists and inventors are constantly finding new ways of controlling and using nature.
- g. That our ways of living are constantly being improved by new inventions and machines, but that people must learn to use these wisely.
- h. That everyone needs to spend part of his time "having fun"—playing with others, being out of doors, making beautiful or useful things, or enjoying the things which others have done or made.
- i. That we can enjoy our leisure time more richly and valuably because of books, art, music, and other gifts which former generations have left to us.
- j. That every person has a right to worship as he wishes, and that others should not try to change or take away his beliefs.
- k. That people from earliest times have tried to find better and better ways of governing themselves, and that we are still working to improve our government.
- l. That each community builds schools so that its young people can learn better how to govern themselves and how to live happily and helpfully with other people.

When you had finished, Anne read her list of skills which would contribute to social understanding:

The use of books, magazines, bulletins, graphs, pictures, and visual and printed materials of all kinds.

Conversation, group discussion, radio.

Observation of the social life around you.

Use of arithmetic in practical ways.

"Those are good," you and Judith commented. "Wouldn't one more, on the skills which people *enjoy* together, be needed, too?"

"Yes," Anne agreed, "I didn't think of that, but of course

recreational activities do help to develop social understanding. How shall we head this set?"

You all agreed upon "Development of skill in selecting and using materials that contribute to these understandings," and, with some rewording, you typed the list:

2. The development of skill in selecting and using materials that contribute to these understandings:
 - a. Books, magazines, bulletins, graphs, pictures, and visual and printed sources of all types.
 - b. Verbal communication—conversation, group discussion, radio.
 - c. Observation and study of the social and scientific relationships of the life about him.
 - d. Recognition and use of the practical values of mathematics in everyday life.
 - e. Play, social relations, and leisure-time hobbies.

While Anne had been dictating to you, Judith had been at work upon the abilities in social living which the child needed to develop. "How are these?" she inquired, and read the points she had completed:

Ability to share in home and family life.

Ability to co-operate in community activities.

Ability to take part in the protection and conservation of life, property, and natural resources.

Ability to contribute to the production of goods and services.

"Don't we need some word to show *how* each individual should share—responsibly, or something like that?" you asked.

"Yes, and I haven't anything to show that younger children couldn't do as much as older ones, either," Judith replied.

You all tried to reword her items to include these points, but the repetition from one item to the next became tiresome. "Why not put it all under the heading: '*Increasing ability to*

share responsibly in such areas of social living as the following?" someone asked.

"Finer" you all agreed, and the list was rewritten in that way.

"It doesn't include intelligent consumption of goods and services," Anne remarked. "That ought to be item 5. Now what shall we do about areas 5 and 6?" After some discussion it was decided to include those areas with area 3, by inserting the word "utilizing" in the third item.

Areas 7 and 8 seemed interrelated, especially for children, most of whose recreational and creative activities were connected with the school. "Couldn't we say 'activities which will contribute to intelligent, tolerant, and peaceful adjustment of individuals in a social group'?" you asked finally.

"But that doesn't include adjustments *between* groups," Judith objected, "and that's certainly important for children to learn nowadays, if we're going to avoid another war twenty years from now."

"Well, let's change my wording to 'adjustment of human relationships,'" you suggested.

"Yes, and add something like 'in the immediate community and in the world-wide community of peoples,'" Judith supplemented.

"That isn't quite the way you'd say it to the children," Anne quoted with a twinkle.

"But it's clear," Judith retorted, "and we understand it, which is the first necessity!"

After the list was checked once more with the eight areas, it was typed:

3. Increasing ability to share responsibly in such areas of social living as the following:
 - a. Activities of the home and family life.
 - b. Co-operative activities of school and community.

- c. Utilizing, protecting, and conserving life, property, and natural resources.
- d. Production and fair distribution of goods and services—material, social, and cultural.
- e. Intelligent consumption of such goods and services.
- f. Activities which will contribute to intelligent, tolerant, and peaceful adjustment of human relationships, in the immediate community and in the world-wide community of peoples.

"Oh, it's grand to have that done," Anne sighed. "I know we can't do our planning intelligently until we have our objectives clear, but I was getting so tired of trying to get them straightened out."

"It *has* to be a long, slow job," Judith said seriously. "You have to think through so many possible objectives before you can be sure you're choosing the most valuable ones. But these eight areas help a lot to keep you from just scattering all over the map! Well, it has been fun working together."

"Yes, three heads are certainly better than one!" Anne added, as they gathered their books and papers. "I do thank you girls for pulling me out of the fog!"

"Nonsense, we found our way out *together!*" you remonstrated. "I guess it's just a case of 'every member contributing to the happiness and welfare of the family'!"

10 • GROUPING FOR A VITALIZED CURRICULUM

Miss ELDEN SMILED as the three of you entered her office. "I'm glad you all came at once," she said. "I've been wanting to talk with you together. But first, what did you want to ask me?"

"We wanted you to look over our list of social objectives, and we would like to know if it is all right for all of us to use the same ones," Anne said.

"It is quite all right, if they are good ones. May I see them?"

She read the typed list, then nodded approvingly. "I'm so glad you put them into simple terms," she said. "Those in the curriculum bulletins, to which I referred, are often much too theoretical in their terminology. These are clear and usable. They are complete, yet they make provision for flexibility. It is an excellent list, and I see no objection to all of you using it. You will each develop your plans differently, to fit your own school and its problems, I am sure."

"Now," she went on, "I'll tell you what I wanted to see you about. Mr. Gray came up to the State Department, one day before I left, and told me about the work you have been doing in Weston County and about your Saturday study group. He asked me what he could do to further your work

and to encourage other teachers to form study groups. I find that in our rural section there are several teachers from other counties who are interested in setting up study groups next year; so I think we ought to have a committee to work out a plan. Would one of you like to join the committee?"

"Can't we all join it?" Judith asked. "We didn't have any special organization or program last year. We just got together and talked about the things that were troubling us. If we worked on this committee, we could go back with some materials that would help us next year, and which we could share with other teachers who wanted to organize groups."

"It won't be necessary for all three of you to join the group," Miss Elden said. "They will probably prepare a mimeographed report, giving suggestions for ways of organizing groups, possible topics for study, and a bibliography of reading materials which rural teachers would find helpful. If one of you takes part in the preparation of such a report, she can interpret it to the others of your own study group, or to other teachers in Weston County who wish to form groups. Would you like to do that, Miss Engen?"

At Judith's nod, she turned to you. "And for you, Miss Lee, I have in mind an idea which will take most of your time for the rest of the session, if you agree to undertake it."

You looked at her in surprise. "I'll be glad to," you said after a moment's hesitation, "if it leaves me time enough to get my planning done."

"It is your planning," she smiled, "but a somewhat more extended planning than you had in mind when you wrote your report. Have you ever thought of grouping your children permanently in three groups as you had them at the close of last year?"

"No, I hadn't thought of *keeping* them in three groups," you replied, "because I couldn't see how to arrange the course

of study to get everything in. I just intended to plan a few more units, here in the workshop, which we could do in the same way next year."

"But such random units are only expedients, through which you try to adjust your unwieldy organization of eight grades in such a way as to achieve the excellent objectives which you have been formulating. You can't fully meet the needs of your children, or provide them with the well-balanced range of experiences which you have envisioned here, by such expedients."

"I know," you admitted, "but it is the best I can do!"

"Don't apologize," Miss Elden said gently. "You've been doing an amazingly good job, under a handicap. It isn't your fault that for years rural schools have been copying the organization which was originated by city schools in order to handle large numbers of children! But at last we are beginning to realize that such a system is a detriment to the small school, that it could do its work much more effectually if it were organized into three or four groups of a size which would allow real social interchange. Then longer class periods would be possible so that discussion and group planning could be carried on. You did that, temporarily, and did find it more effective. Wouldn't you like to reorganize your school into three groups for *all* your socialized activities, and make your plans on that basis?"

"Oh, of course," you cried, "but how can I manage the course of study?"

"The state course of study is getting very much out of date," Miss Elden answered, "and it was not adapted to the one-teacher schools, to begin with. The Rural Division of the State Department is coming to recognize that the many one-teacher schools which we have in the state can make progress toward improved experiences for their children only through

an improved organization and curriculum. It wishes to encourage some experimental centers in various parts of the state in which a three-group plan may be tried out. After my talk with Mr. Gray, I wondered whether you people in Weston County might like to undertake such an experiment in reorganization, and work out in your schools a curriculum which has its roots in the experiences and the environment in which your children live their everyday lives?"

"Oh, Miss Elden," you asked wonderingly, "do you mean we could do geography and history and science with the things right there around us, instead of beginning with the Middle Ages and Mesopotamia?"

"Exactly!" Miss Elden chuckled. Then she went on seriously, "The social and natural environments in which your rural children live are rich in these areas of basic social and scientific understandings. You can begin with the children's own experiences and build outward, as the children become ready, to a great range of valuable learnings."

"I used to wish last year for a course of study which had some relation to the life in our own district!" you exclaimed. "But it would be even more help to make one for ourselves—a real curriculum which would include all kinds of activities, as well as subject matter. Can all three of us do it?"

"Oh, yes," Miss Elden answered. "But you will work in different ways, I think. Miss Engen and Miss Smith will probably want to begin with the primary groups only, this first year, because they did not work in groups so much last year. But you ought to be able to organize your whole school into groups, after the experience your children had in working together with various age levels last year. I think your school board and community would be more ready to accept a full reorganization, also, from what Mr. Gray said. Isn't that right?"

"Yes, the parents have been wonderfully co-operative since they understood what we were doing in school and took some part in it themselves. And the school board is always willing to have me do things which they think are 'practical'—and which don't cost too much! I think they would recognize that grouping *is* practical, if I suggested a definite plan to them; and this wouldn't make much extra cost, would it?"

"Almost none," Miss Elden replied, "unless you need a great deal of new reading material. That will depend upon which year of the plan you decide to undertake."

"Which year?" you echoed. "I don't understand."

"I haven't come to that yet, have I?" Miss Elden said. She took a mimeographed book out of a drawer and went on. "There are several plans for grouping the grades of a one-teacher school, but the one which seems most satisfactory to us, in the Rural Division, is this one, worked out by Miss Dunn and Miss Bathurst at Teachers College, Columbia University.

"This plan provides for a three-group organization. Each year all three groups work, at their different levels, on learning activities focused around a central theme—one year around the home, another year, the farm, and a third year, the community. As you can see, these themes are closely related to the everyday life of rural children. The primary group's experiences each year deal with the here-and-now aspects of each theme, the middle group's with a wider range of time and space, and the upper group's with the broader and more complex aspects.

"For example, in the Farm Year the primary grades study local farms, the production of familiar foods such as milk and bread, and something of farm life in other places. The middle grades study the kinds of farms in their own community and in near-by communities; food production in various regions of

the United States and in other climatic regions of the world, now and in early days; and ways in which machines and transportation affect modern farming and the distribution of foods. The upper group studies the place of agriculture in the United States in different periods of our country's history, the service of agriculture to other occupations and peoples, and the inter-relations of agriculture throughout the world.

"As you can see, the whole range of experience each year extends from the simpler and more immediate to the more complex and far-reaching, from the local community to the larger community of the state, the nation, and the world. Each group's experience can be developed anywhere along this scale of complexity, according to the children's levels of ability and their own background of home, farm, and community life.

"This diagram from the authors' *Guide and General Outline* (9b, p. 7) will show you the whole three years' work in perspective:

	HOME YEAR	FARM YEAR	COMMUNITY YEAR
<i>Primary Group</i>	The Home and Home Life	The Farm	Community Life
<i>Middle Group</i>	Homes in Early Times and Now	How the World Gets Food	Our Country: Its Manufacture and Trade
<i>Upper Group</i>	Our Changing World	Place of Agriculture in World Civilization	Interdependence Among Nations

"I think I can make the other provisions of the plan clearer to you now through answering your own questions about it.

As you think of your own situation, does it seem a feasible plan for your use? What difficulties occur to you?"

"I'm not just sure in what order a group of children progresses from one year to another," Anne said.

Miss Elden moved her hand across the diagram. "A child who begins first grade in the Home Year studies the home and home life the first year he is in the primary group, the farm the second year, and community life the third year. Then he becomes a member of the middle group and, in his fourth year, studies the home again but at a more advanced level, concentrating upon homes in early times and now; in his fifth year, the farm again, but this time in relation to how the world gets food; and in his sixth year, the community again, but with emphasis on the national community as related to manufacture and trade. In the seventh year he becomes a member of the upper group, and modern home problems are studied under 'Our Changing World'; the following year the place of agriculture in the world is studied; and in the last year, interdependence among the nations."

"But doesn't that mean that a child would have to spend nine years in school instead of eight?" Judith protested.

"He might," Miss Elden answered, "if he entered school at five years of age, if he did not speak English when he entered, or if he were low-average or less in ability. In that case, instead of ever having to fail a grade, as so commonly happens to the child who enters school with these handicaps or who is irregular in attendance, he would not have to *repeat* a year's work but would be exposed to the same range of material at a more advanced level two years hence. For the so-called 'average child,' it is recommended that he spend three years in the primary group, then perhaps two years in the middle group and three years in the upper, or three years in the middle group and two in the upper. Where there are only seven grades in

the school, as there are in some states, the primary group follows the plan as given here, and the other four grades carry on a two-year alternation of the remaining work rearranged to fit such a plan.

"For the superior child much flexibility is possible. Since all the year's work is centered about a common theme, the able child may work with both his own group and the one above his for the year, and then may move on into the higher group for the next year. Whether a child spends two or three years in a group will be determined by his ability and by his rate of maturing."

"How would children be promoted at the end of the year?" you asked.

"They should be promoted from group to group rather than from grade to grade," Miss Elden answered. "Emphasis on promotion should be minimized as much as possible. But if the children or parents could not free themselves from the traditional idea of yearly promotions, the child could be promoted from Primary 1 to Primary 2, from Middle 3 to Upper 1, or wherever he was to be placed the following year. The purpose of this plan is to place the child with the group in which he can work most happily and successfully, without forcing him to a level too difficult for him, or holding him back with a group which retards his best development. At the same time it gives the teacher a guiding framework within which to take care of individual differences without overlappings and omissions."

"It's just what we need at Riverside School," you said delightedly. "I like the three themes of home, farm, and community and the idea of all the children working on the same theme but at different levels. We could have *some* units where all three groups worked together, too, if we needed them, couldn't we?"

"Oh, yes," Miss Elden said, "or two groups could work together, sometimes. The plan allows for a great deal of freedom."

"Is it only for social studies?" Anne asked.

"No, it is not restricted to the social studies," Miss Elden replied. "They serve as a *core*, around which activities in English, environment, art, and music may also center much of the time. The daily program may be divided into large blocks of time within which group activities in these fields may occur. But part of each block may be used also for individual work in these fields or in the tool subjects. The purpose of such a program is to allow flexibility for the socialized or individualized activities which will best serve each child and the group as a whole."

"Just how would we start?" Judith asked.

"For you and Miss Smith I would suggest starting with your first three grades this fall. Carry on your basic reading in all three grades, and your arithmetic in second and third grade, as you did last year. But provide one long period in each half day—by combining the time which you would spend with each grade in language, social studies, and health—for group activities centered around the new plan. They may take the form of discussion, reading together, simple science experiments, the introduction of handwork or writing activities which will carry over into seatwork, or the checking of such activities which have been done at the seats. If you decide to begin with the Home Year, you may wish to build an indoor or outdoor playhouse, and many of your activities might center about it."

"Must we begin with the Home Year?" Anne inquired.

"No," Miss Elden answered, "you might begin with any one of the three large centers. One does not depend upon the

other. It hardly matters which of the years is selected for the beginning one for primary grades, for those children will cover the whole range of the new curriculum before they graduate from eighth grade. It is the future needs of the older children which you must consider most carefully in making your first selection. The criterion which must decide with what year to begin is *the provision of a well-rounded series of experiences for each child before he leaves your school.*

"I will give you this *Guide and General Outline* from the series of books which describe the various parts of the plan, and you can read the suggestions which the authors make, on pages 35 to 39, for selecting the beginning year. Read the whole book, while you have it, and make notes on points which you would like to talk over with me. This *Handbook*, too, will help you to see what topics and activities might be used with the primary group, in each year of the plan. Miss Marcia Everett, one of the New Jersey helping teachers, tried out the plan experimentally in Quaker Grove School in Warren County, New Jersey, and later assisted in writing this *Handbook in Social Studies* (16) based upon the plan."

"And what shall I do first?" you asked.

"Read the *Guide* carefully, and study the outlines for middle and upper grades given in the back of it, to see which year seems most appropriate for your children who are in those grades. Then skim the New Jersey *Handbook* to see which year seems most appropriate for your primary grades. Remember, if there is a question as to which one of the years you should undertake this fall, it is the eighth graders whom you must consider most seriously. They will have only this one year under the new plan, and you must select that year of the plan which will give them the best sequence beyond their former work."

Anne and Judith tapped on your door. "We've about decided to begin with the Home Year this fall," they announced, "but we wanted to see what you thought about it, before we went to talk with Miss Elden. It says here in the *Guide*, 'Your eighth grade will begin this course of study two years hence. Therefore, before you decide what year's work to start your primary grades on, now, you must canvass your state course of study for grades six, seven, and eight' (p. 36). We did that, and it seems as if the Community Year would be the best one for our present sixth graders to have two years from now. This year they will have European history and geography, you know; then in seventh grade they will have the first half of American history, and Asia, Africa, and Australia in geography. If they followed the regular course of study in eighth grade, then, they would have later American history and 'The World at Work' in geography. It seems to us that the Community Year would give them those things—a study of how our 'national community' has grown up since the War Between the States, and the interdependence of the whole 'world community' through trade and transportation.

"Then the next thing was to decide whether to take the Home or Farm Year this fall. It says in the *Guide*, 'To answer this question consider what are likely to be the needs of your fifth grade next year.' Well, the fifth grade will be studying United States geography this year, and American biographies in history, so we thought that, this coming year, we'd combine their history and geography, as you did last year. Then the next year they would be ready to go beyond the United States to other countries. The 'center' for the middle group in the new plan, for the Farm Year, is 'How the World Gets Its Food'; and that would give them a sort of bridge from American agriculture this year to agriculture in other lands next year. So it seems best to work on the home this coming year with the

primary group, on the farm the next year with both the primary and middle groups, and on the community the year after with all three."

"You've certainly thought it through carefully," you agreed, "and I think it will work out very well. As you go along, this coming year and the next year, the grades that aren't actually in the new plan yet will get a great deal from the younger groups who *are*."

"Yes," Judith said, "the *Guide* suggests that we begin at once to shape the work of the other grades so that they will have some background for beginning the new plan, and so that they will not lose or repeat work which they would have had in the state course of study. We thought we'd go over the state course and rearrange the work for the five upper grades a bit, so that it would parallel the new plan. Then we could even combine some of their class periods with the primary group's this year."

"That was what just sort of 'happened' with my grades last year," you said. "The children would get interested in what another grade was doing, and soon we'd have a combined study of the same topic. I think you'll find that it will come about very easily and naturally, once you get started. I'm glad you've decided to begin with the Home Year, too. Children are so interested in homes, and there are so many activities which it is easy to develop around the subject. It really gave us our start last year."

"You practically covered the Home Year last year without even knowing about this plan, didn't you?" Anne remarked. "I suppose you'll have to choose one of the other years for your school to begin on."

"Yes, we covered most of the Home Year material outlined in the new plan for primary and middle groups, and part of the upper group's work. We did so much on the community,

too—the local and neighboring communities, at least—that I think the Farm Year is the best one to choose for this coming year. I've been looking over the state course to see how the Farm Year will cover it for the eighth graders, and the two fit together surprisingly well. The 'center' in the Farm Year for the upper group is 'Agriculture in World Civilization' and that takes care of most of the 'World at Work' material which is in the state course, except the manufacturing aspects. The history required by the state course fits into that center fairly well, too, because the important development of agriculture in the West, and in the South too, has occurred largely since the War Between the States. I may have to give the eighth graders some special help before the state examinations in the spring, but the suggested units in the Farm Year cover most of what they will need, I think. And, as Miss Elden says, the plan is meant to be flexible, so I can adjust the suggested units to supply the rest.

"Isn't it a comfort to have this kind of plan? It gives you a framework, so you can see the whole year's outline; yet you can work out the contributing parts to fit the children's needs. And it certainly seems to me, over the whole period of their eight years in school, that children would get a much more 'well-rounded series of experiences' than we could possibly give them in the crowded program we had to use when we had eight separate grades."

"We can see that already, with just combining three grades. The units in the *New Jersey Handbook* have given us a lot of ideas as to new things we can do with the primary grades in the longer periods we will have," Anne said.

"We were wondering how the new plan fitted those objectives we worked out," Judith added. "Let's go over them and see."

"Why don't we just make another check sheet?" Anne asked. "They always make me see things more clearly."

Together you worked out the headings for a check sheet and analyzed the understandings, skills, and abilities which seemed to be related to the content of the years which you had chosen:

CURRICULUM MATERIALS	RELATED OBJECTIVES (pages 201-205)		
<i>Home Year:</i>	<i>Understandings</i>	<i>Skills</i>	<i>Abilities</i>
The Home and Home Life (Primary Group)	a, b, c, e, f, g, h, i, j, l	a, b, c, d, e	a, b, c, e, f
<i>Farm Year:</i>			
The Farm (Primary Group)	a, b, c, d, e, f, g, h, i, j	a, b, c, d, e	b, c, d, e, f
How the World Gets Food (Middle Group)	b, c, d, e, f, g, k, l	a, b, c, d	b, c, d, e, f
Place of Agriculture in World Civilization (Upper Group)	b, c, d, e, f, g, k, l	a, b, c, d	b, c, d, e, f

"Your year will give the children more understandings about home and family life than mine will, of course," you said, "except in the primary group, where most of our work will be about their home farms rather than about distribution and exchange of farm products. But mine will give more understandings of the relation of government to their lives, especially in the middle and upper groups."

"They all seem to give plenty of opportunity for skills,"

Judith commented, "except that your middle and upper group topics don't allow for the skills of recreation."

"No, that's true," you agreed. "I will have to provide for these through the other activities which they share with the whole school and with the community."

"But it is encouraging to see how completely, on the whole, they fit together," Anne said. "We can really hope to accomplish our objectives with this kind of curriculum. I'm anxious to find out what to do next. Let's go and see if Miss Elden is free."

"We have all decided on which year we wish to begin this fall, and we would like to see if you think we've made the best choice," Judith said, as Miss Elden greeted you.

Each of you recounted the factors which had led to your decision, and Miss Elden listened attentively. "I believe your choices are wise," she said when you had finished. "It is interesting that you two girls saw a closer relation between the Community Year and the state course of study requirements for eighth grade, while Miss Lee chose the Farm Year as the framework within which it fitted."

"Frankly, Miss Elden," you interposed, "I do think the Community Year is more closely related to the eighth grade state course of study material than the Farm Year is; but we did more with community interdependence last year than with agriculture's place in the world. And since most of the children who will be in eighth grade this coming year plan to stay on farms, it seemed as if the material of the Farm Year would give them many understandings which they need."

Miss Elden nodded. "You are utilizing the flexibility of the new plan by adjusting the work of the school to the children's needs and interest and to the background of work which they have had in preceding years of school. That is the way the plan

is intended to be used. The order of the subject matter is not so important as the continuous, well-directed growth of the child."

"We checked, too, to see if the year we chose would provide for the carrying out of our social objectives," Anne told Miss Elden, "and, though some are emphasized more strongly in the Home Year than in the Farm Year, we could see how most of them would be carried out to some extent in each."

"The 'themes' suggested in the *Guide* (p. 18) for special emphasis in each year contribute to your social objectives also," Miss Elden replied. "For example, in the Farm Year, they are: 'The world's dependence upon agriculture to meet fundamental needs, in all times'; 'man's adjustment to, and partial control of, nature through skill in agriculture'; and 'man as a producer and distributor of raw materials.' You can see how closely they parallel some of your objectives. Over the whole range of the three years, all eight of the areas of social living, upon which your objectives are based, are developed."

"What do we do next?" Anne asked eagerly. "I'm anxious to get into the actual planning, now that I have my objectives cleared up, and this new plan to go by."

"The next step is to study your children's experiences and interests in their everyday home and community life, to see which will offer you the best means of approaching the new work. You have a good summary of these in your reports, so it will not take long to review them. Then you will need to list the resources of your community and your school which can be utilized in the work of the Home or Farm Year. Be sure to check over your book inventories carefully, to find materials which pertain to the work.

"Two books which are in the college library's reference room will help you to discover what materials can be found in the readers you have listed. They are called *Subject Index to*

Readers and Subject Index to Books for Intermediate Grades, and they were worked out for the American Library Association by Eloise Rue (19, 18). One is for primary textbooks, the other for intermediate. Look under such topics as Home, Home life, House, Pets, Telephone, or any items which you wish to study, and you will be referred to readers which contain stories, articles, or poems on those subjects.

"If you find references to books which you would like to have in your schools, in any of these books I am suggesting, make a list of those you think it would be advisable to buy. Mr. Gray said to tell you that he would encourage your school boards to buy whatever you felt you needed for the new work. Another list from the American Library Association on inexpensive books (11) will help you to order economically.

"All the while, as you are making these preparations, keep jotting down suggestions for activities or for subjects of units which you might carry out. There are a number of books, too, which will give you ideas for activities and units. Here is a list. These three by Clouser (6), Stevens (20), and Storm (21) describe units for primary grades. Tippett's book (23) touches upon all the grades. *Curriculum Records of the Children's School* (14) is a summary of units covered in all levels of an elementary school in a year. The two California *Guides* (2, 3) include many units which teachers in that state worked out in primary and intermediate grades. The teachers' manuals on *Food and Shelter* (25) from the Creative Education Society series give many suggestions for content and activities at all three grade levels. The bibliography by Budd, *Books on Home and Family Life* (1), will help you in your search for materials on the home. These are a nucleus. As you go on with your own planning, you will find many other resources, both here in our workshop collection and in the college library."

"Oh, we don't *have* to follow those units suggested in the *Handbook*, then?" Judith asked.

"Good gracious, no!" Miss Elden exclaimed. "You are making a curriculum plan for *your* school, for *your* children, not for any child in New Jersey or Chicago or California! Use those materials as they contribute to what you need, but make the plan fit *your own* situation! Please excuse my vehemence," she said apologetically. "You girls have been working to free yourselves and your schools from a hampering course of study, and I don't want you to feel that you must accept this new plan and follow it slavishly just because I suggested it. *Keep doing your own thinking*," she admonished, as you took your leave.

11 • PREPARING FOR THE NEW PROCEDURE

DURING THE FOLLOWING WEEK the rural section meetings were devoted to discussions of various devices for combining grades and lengthening class periods in one-teacher schools. Miss Elden introduced the Dunn-Bathurst plan and explained its advantages and the methods which might be employed in modifying the traditional eight-grade organization into a three-group organization. She recommended, for those teachers who had made no departures from the traditional plan in their schools, a "preparatory year." During this year, she suggested, a teacher should study her children's experiences and their needs, familiarize herself with the homes, occupations, and resources of her community, and begin some experimentation with grouping grades.

"Group first, second, and third grades for language," she said, "and for reading when it will benefit them and further their social growth. Enlist the interest and co-operation of your county superintendent. Help the parents in your community to understand the value of the changes you make, as you go along. And, last, be planning and collecting materials throughout the year for the primary work in whichever year of the plan you have elected to introduce.

"This preparatory year may not be necessary for all of you, especially if you have already studied your children and your

community carefully and have done some experimenting with grouping so that the children and parents will not be disturbed by it. But it would be valuable for orientation and planning in any case. If, as some of you have mentioned, you have had or are considering setting up a teachers' study group, your group could work together on plans and materials for your introduction of the grouping plan a year hence. You will find Miss Dunn's and Miss Everett's *Four Years in a Country School* (10) very helpful during this preparatory period, and also Collings' *Project Curriculum* (7) and Miss Wofford's book on the small rural school (26)."

Several of the teachers felt that they had made sufficient progress in their schools to justify beginning the new plan in the primary grades during the coming year, and they were beginning their preparations, with the consent of their county superintendents. While those members of the section who taught in two- and three-room schools could not use the *form* of the plan in its entirety, they recognized that its content and many of its provisions for the grouping of different age levels would facilitate their own work. As a consequence of this general interest, the section voted to spend a second week in studying the plan in greater detail.

"I would like to ask Miss Smith and Miss Engen to tell you about their planning thus far," Miss Eilden said. "Can you do that on Monday?" When they had agreed, she went on, "Miss Lee is preparing to introduce the plan in all three levels," she said. "At the end of the week I would like to have you hear what she is doing to adapt it to her own situation."

At the next meeting Anne and Judith gave a short summary of the experiences and needs of their children, which influenced their choice of materials, and then presented the tentative outline of units for the primary group which they had developed.

SUGGESTED CENTERS OF INTEREST FOR THE HOME YEAR

Units for the Primary Group

How the Family Works Together	Building a Playhouse (indoors)
How mother helps us	Planning the house
How father helps us	Getting materials
How we help at home	Making furnishings
Caring for baby brother and sister	Making the house attractive
How we Get Our Food	"Playing house" in it
What we raise	Keeping it clean
What we buy	Caring for the dolls
Workers Who Help Us Get Our Food	Sharing work and fun
The family and hired help	Building a Playhouse (out of doors)
The creamery men	Laying out the floor plan (with sticks or stones)
The grocers	Furnishing the house (with wood or stones)
The truck drivers	How it is different from our indoor house
The market men	
The bakers	
Rooms in Our Homes	Our Pets
How each is furnished	Their houses
How each is used	How we take care of them
Care of each room	Their food
How Our Homes Are Made	Playing with them
To keep us warm in winter	How they help us
To keep us dry	
To keep us cool in summer	
To keep us healthy	
Workers Who Help Build Our Homes	Homes of Wild Animals in Our Own Community
Carpenters	Rabbits
Plumbers	Squirrels
Painters	Woodchucks
	Birds
Work done by each	Foxes
	Fishes
	Snakes
	Other Wild Animals We Know
	In the zoo
	From pictures
	From stories

Good Times at Home (with toys
and pets)

While we do our work

In the evening

In our outdoor playtime

On Sundays and holidays

"Then we saw some possible units in which the fourth, fifth, and sixth grades might work with the primary group, so we outlined those, too," they said, and distributed a second set of the mimeographed sheets which Miss Elden had had prepared in the college office.

Units for Primary and Middle Groups Combined

Different Seasons in the Home How Wild Animals Prepare for

How we prepare for winter

Keeping warm in winter

Healthful sleeping in winter

Caring for pets in winter

Helping the birds in winter

Planning the garden

Keeping cool in summer

Keeping flies out of our homes

Healthful sleeping in summer

Enjoying our yards in summer

Fun on a rainy day

Harvesting our garden

Winter

Storing food

Sleeping all winter

Going to warm lands

Finding food in winter

Making a warm home

How We Hear from Other
People

By mail (rural route)

By telephone

By radio

By air mail

Things Made in Our Homes

Clothes Toys

Furniture Medicines

Decorations

Who helps to make each thing

How We Travel

With horses By train

With cars Other ways

Why good roads are impor-
tant to us

Where We Get Other Things

Clothes Machines

Furnishings Medicines

Decorations Toys

Where we get these things

Who makes them

Why we don't make them

The Telephone

How it works

How much it costs

Why it is worth the cost

How to talk on it

How to share it

"We kept finding so many good ideas for middle and upper grade groups that we decided to make a list of them, for the time two years from now when we will be preparing to do the Home Year in all three groups. That is here on the blackboard."

Units for the Middle Group

Where We Get Materials for Our Homes

Heating Our Homes

Homes Which Are Different from Ours (in cities and in other lands)

Early Times in Our Community

Colonial Homes in America

How the Colonists Got Food

Units for Middle and Upper Group Combined

Kinds of Houses in Our Community

How Our Families Earn Their Living

Improving Our Diet

Having Better Gardens

Ways of Protecting Our Homes

How Arithmetic Helps at Home

Units for the Upper Group

Building a Model of a House

Planning and Paying for a Home

How Electricity Helps the Home

How We Can Get Electricity in Our Homes

Vocations Related to the Home

How to Have Pure Water

Cooking Food Healthfully

Housing in the United States

Changes in American Life Which Have Influenced

Housing

"While we can't do so many things as we'd like with the five upper grades, this first year," they went on, "we did find some ways of bringing all the children into the new work. The units on this sheet are largely related to health and to recreation. We usually do these activities with all the grades, so we organized these outlines for possible 'vertical' units."

Units for All Groups Together

Our Church Home.

Why we go to different churches	Preparing the lunch
How we help at church	Serving lunch attractively
How our parents help at church	Enjoying our lunch hour
How Sunday School (or catechism) helps us	Keeping the kitchen clean
	Taking care of the food
	Keeping lunch accounts

School Lunch

Planning the "kitchen"	How we get our books
Getting equipment	Choosing the best books
Securing food from home	Caring for our books
Getting surplus commodities	How our parents use the library
Estimating cash costs	Keeping library records
Planning good lunches	Using books wisely

When Anne asked for questions and suggestions, one of the teachers spoke, "I don't think those units will give the upper grades enough history and geography."

Anne turned to Miss Elden. "Will you please answer that one?" she asked.

"We haven't spoken of it *as* history and geography, perhaps, but there is a wealth implied throughout the whole plan," Miss Elden replied. "As the child's perspective widens, through the middle grades, he becomes aware of other communities beyond that which he knows at first hand. He begins to realize that there are great numbers of people in the United States and the rest of the world who live differently, and who even speak a different language from his own. As he grows more mature, the work of the upper grades must help him to understand that these people have the same needs as those of his own community and make the same efforts to obtain them; that the differences in customs, ideals, and languages are the results of adaptations to differing times and places; that present-day life has come about only through man's constant

effort to live better and more securely; that change is an essential part of human progress. These understandings *are* history and geography, and only as our children gain them can they become intelligent citizens of the world community which we hope for after the war."

"That will make quite a lot to cover, when all three groups are working together, won't it?" another asked.

"I wish we could forget this word 'cover'!" Miss Elden exclaimed. "If you begin with the experiences and interests of your children and lead them to broader interests and new understandings, if they have worth-while experiences in working together, in finding out what they want to know, and in learning to act upon the basis of their group thinking and planning, the *number* of units is immaterial. It is the gaining of these fundamental understandings and skills which must be the criterion of the success of your work together, not how many units you may have 'covered.' Always, too, you have the assurance that each child will participate again in home units, after an interval of two years. If you keep careful records of what is done each year in each group, you can provide for a well-rounded range of experiences for each child during his three exposures to the Home Year materials."

"We may not do some of these units at all," Anne said, when Miss Elden had finished. "Some things may be more familiar to our children than we think they are, and we may spend only a short time on them. Other things may develop new angles which we haven't even thought of. We will each have to work them out with our own children, and we may arrive at quite different places by the end of the year. But, as long as we are really serving our objectives and meeting our children's needs, we won't need to be afraid to follow our own initiative."

"Excellent, Miss Smith!" Miss Elden exclaimed. "You are

certainly developing your own philosophy through this planning you are doing! When the teacher is growing, as well as the children, our rural schools are safe!"

On Friday it was your turn. "Miss Elden has asked me to give you a fairly complete summary of the consecutive steps which I have taken in my planning, so that you can see how it differs from the planning for one group only. I'll try to be as brief as possible, so if I have left out something, and you don't understand what I mean, please feel free to interrupt.

"Of course, the *first* step, really, was the preparation of that report to the director of the workshop. That made me see my last year's work *whole*, and helped me realize that the greatest weakness of it was that I didn't have any clear, over-all objectives, or any standards—beyond my own judgment—by which to evaluate it. So I came here eager to work out a good set of objectives which would really be a *guide*. The week we spent on that was most valuable to me. I feel satisfied, now, that my list of objectives will keep my work with the children pointed in worth-while directions next year and give it the coherence and sequence which it seemed to lack last year. Yet my list allows for flexibility.

"After Miss Elden suggested the new plan, and I had chosen the Farm Year, I went over my report again and studied all the factors and problems which I had listed. One of the first things I had to decide, of course, was how to group my children, especially whether I should group the sixth grade with the middle or the upper group. There are only two sixth graders, both excellent readers, who could work quite comfortably with the two upper grades. But they are young, and rather immature physically, and are socially more on a par with the fifth grade. Of course, the matter of the size of groups had to be considered, too. The first three grades total

nine children; the seventh and eighth total eight; the fourth, fifth, and sixth total nine. So I finally decided to keep the sixth grade in the middle group, and I will have to plan my work so that the two sixth graders have plenty of challenging things to do."

"Did you think of grouping them by age or by reading abilities, as Miss Elden suggested might be done?" a teacher asked.

"Yes, I thought about both. But I have several over-age children in the middle grades who would be completely lost if they tried to work with some of the seventh or eighth graders of their own age. As for groups of equal reading ability, they would make the planning easier, but they would throw some children into a social grouping where they would not fit at all. Then, too, the children and parents are accustomed to thinking in terms of the present grades, and I thought it would be less disturbing all around just to group them by grades. No matter how they were grouped, a great deal of planning for individual needs would have to be done anyway.

"When I had the three groups selected, I went over my workshop report and my individual folders and studied the factors related to the children in each group. I tried to pick out the special interests which they had in common, and group them under the following heads: interests in farm life; in the out-of-doors (for science work); in handwork; in play; in the school itself; in other communities. Then I tried to visualize the distinctive experiences which they had had in farm and community life, and grouped those as follows: experiences with foods and cooking; with dairying and poultry raising; with plant culture, gardening, crop cultivation and soil conservation; experiences of a social nature; experiences with other communities. Then I considered the factors related to the community and listed them under four heads: community

conservation; need of organized co-operation; need of continued attention to health; resources which can be utilized in the school's curriculum. These last I have listed here on the board, so you can see what resources we have:

1. Home and farm activities.
2. A few scientifically run dairy and poultry farms.
3. The co-operative creamery.
4. The freezing plant and community cold storage plant at Newton.
5. Local marketing activities.
6. Local means of transportation and communication.
7. The new tri-community co-operation to develop an electrification project and to press the extension of the paved highway.
8. The Agricultural Extension Service workers, and other experts in homemaking, agriculture, and animal husbandry.
9. Local people who can furnish certain kinds of information and assistance.
10. The whole range of seasonal change, and of plant and animal life, found in a rural environment.

"The factors related to the school itself you may wish to hear, too. It is well located, near the river, the woods, the store, and the creamery. It has a large yard with plenty of room for games and outdoor construction. These factors give us opportunity for frequent excursions—to the store or creamery, or to the woods and river on the 'Nature Trail' which we made last year. The schoolroom itself is too small to accommodate all the things we would like to do, and we have little storage space. We are hoping to have an L built by the out-of-school youth, which will serve as a community center for them and as a workshop, kitchen, and storage room for us. We have only the conventional equipment, though our desks are on runners. We need a manual training bench, several easels, more bulletin boards, tables, and chairs—for the primary children, at least—a phonograph or piano, and a radio. As for

books, we have a good stock of textbooks, sets and single copies. We have a few library books (largely old and difficult) and a new *Compton's Encyclopedia*. We get books from the state library once a month, but we need a permanent stock of informational books of all reading levels. The school board has just voted to allow me fifty dollars for the purchase of such books, and I am having a grand time browsing in the children's room and making a bibliography of books to order."

"The last thing I did was to go over our last year's work very carefully, studying my check sheets especially, to find the weak spots and to see what needed repeating or supplementing. As Miss Elden told you, I had worked out a kind of grouping plan and a flexible program last year, so I can use much the same program again with the new grouping plan.

"Now I am planning the units of work which carry over from our activities of last year. There are five of them: 'Keeping Up with the Times,' a current-events unit which will run all year; 'Our School Home,' which will extend our school beautification project and will run all year; 'Riverside Club,' our hot lunch and library club, which I hope we will reorganize as 'The Riverside School Co-operative,' which will then be the fourth unit; and a unit on soil conservation. Because all of these are of general interest, Miss Elden has asked me to write them up rather fully, and she will make mimeographed copies of the material for the whole section.

"Next I will go on to the planning of Farm Year materials for the three groups. So far I've only been making notes on that part, but I have pages and pages of those! I have read over all the Dunn-Bathurst materials on the Farm Year (9a, 9d) and the New Jersey Handbook sections on the farm (16) and have used the general card catalog, the children's room catalog, and the two Rue Indexes (18, 19), and I am finding a wealth of material. I'm sure I shall have far more ideas than I can

use in one year, but since I am here where I have access to all these fine sources, I want to collect as many suggestions as possible. I am even collecting ideas and bibliography for the next year, on the community! I think it will help me to keep our activities in a more consistent sequence if I have the big pattern for the following year in mind.

"One more point, and I will stop. I spoke of feeling the need of some sort of support for my own judgment. Well, I have found two things which will help me, and I think you would like to know about them, too. One is this little diagram which I expect to find very helpful in selecting activities and learning experiences for my three groups. It needn't be confined just to this new plan, though; it could be used in any teaching. Miss Elden offered to have it mimeographed for us, because the Rural Department yearbook (15) from which it came is not in the college library; so here it is:

National Education Association: Department of Rural Education.
Organization of Curriculum for One-Teacher Schools, 1933 Yearbook, p. 34.
 Washington, D. C.: The Department, 1933.

<i>Primary Group</i>	<i>Intermediate Group</i>	<i>Advanced Group</i>
Problem solving: very simple; question type.	Problem solving: how and something of why; a beginning of finding relationships and comparisons.	Problem solving: finding why: finding relationships and establishing contrasts more than in Group B.
Study largely of the Here and Now. A beginning of a realization of other times and places.	Much study of what is nearest in time and place—the Here and Now. Some study of other times and places.	Study of other places and other times as much as or more than Here and Now.
Personal dramatic identification. In dramatic play children seem really to be the characters they represent.	Intellectual identification as contrasted with personal dramatic identification in the primary group (identification with the problems of other individuals as	Intellectual identification (identification extended beyond the problems of individuals to the problems of larger social groups and nations).

Primary Group	Intermediate Group suggested by Dewey's <i>The School and the Child</i>).	Advanced Group
Easy generalizing to develop the beginnings of concepts.	Generalizing to increase the scope of concepts.	More complex generalizing (seeing and stating relations or principles or laws).
Study of the Here and Now chiefly by cases and simple instances.	Study of other times and places by cases and simple instances	Generalizations of other times and places.
Simple organizing: scenes of dramatizations, simple topic outlines for study, simple classification of exhibits with some guidance.	Organizing: classifying exhibits, finding main thoughts, deciding on the scenes of a play, making simple outlines for study or investigation.	Organizing: outlining and classifying material gathered for reports, making outlines for study or investigation, with more subordinations than in Group B.
Large construction, much observation, excursion, and other concrete activity.	Much construction, observation, excursion, and other concrete activity. Some purely mental activities.	More problem solving, reading, writing, and other purely mental activities than in Group B.

"The other thing is not so simple and easy to use, but it is extremely complete. It is a list of *Criteria for Evaluating Teaching and Learning Materials*, published at Teachers College, Columbia University.* It is not expensive and I am going to get one for myself. If you would like to order one, too, I will send for it at the same time.

"With the help of my objectives and of these criteria I can evaluate activities while I am planning, so that they will not only fit the children's needs but will have general value, as well. And as the year goes on I can evaluate new interests which are suggested by the units we are doing, to see whether

* Bruner, Herbert B. *Criteria for Evaluating Teaching and Learning Materials*. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

they are worth following up. That will be a tremendous help, because I didn't know how to do it last year. And at the end of the year these criteria will help to measure what we have accomplished. Of course, all along, the children and I will evaluate our progress together, but in terms which they understand, rather than by these teachers' criteria. Are there any questions you want to ask?"

"Tell us a little more about how you are going to get the parents to agree to this new plan. My school board will agree, if the county superintendent suggests it, but I'm not so sure about the parents," one of the teachers suggested.

"I plan to meet with the school board first to get final permission from them. Then I thought I would invite the school children and their parents to meet with the school board and me, before school opens, and explain the new plan fully. We will discuss the changes involved, the value of the new plan, and any questions or objections which they raise. I will ask only for their co-operation in the experimental use of the new plan for one year, with the understanding that we will go back to the old plan if they feel by the end of the year that the three-group plan is not satisfactory. I shall also make it clear to them that the children will cover enough of the 'regular work' to allow for a return to the grade-by-grade organization, if it is desired. At the close of the year the children and the parents and the school board should meet with me to discuss the success of the new plan and to decide whether to continue it."

"One more thing, Miss Lee," Miss Elden said, as you turned to your seat. "You didn't tell us about your planning for the individualized as well as the socialized activities. I think that is important for us to hear."

"Oh, yes, I meant to mention that when I was talking about objectives," you replied. "I did not differentiate very clearly

between the two types of activities when I was writing my workshop report, but when I began to work on my objectives, I saw that it was necessary to think of both, if each child's development is to be well balanced. So, while I have been making notes, I have been listing the socialized activities separately. They won't always occur that way, of course, in our work, but certain kinds of activities will be more social than individual, and others will be the reverse. The socialized activities will center around this core curriculum to a large extent, and around our classroom living together and school-community activities.

"But a great deal of the work will be individualized. Most of the research reading related to the core curriculum will have to be done individually, with reports to the group in discussion periods. The basic reading for the lower grades and the arithmetic, the spelling, and the mechanics of English for all the grades will be individualized to a large extent, except for those aspects of each which are developed in relation to the core curriculum. In art, literature, music, and play, opportunity for the expression of individual interests and abilities will be provided as completely as possible, but the bulk of these activities will probably be carried on by the group as a whole, or by smaller groups which share a common interest."

"Thank you, Miss Lee," Miss Elden said as the period drew to a close. "You will not have time, in the short weeks left in our workshop session, to plan in detail all the units for the year. You will probably wish to plan the opening units fully, to insure a well-defined start in the desired directions. Beyond that, you will need to block in suggested centers for the succeeding units, perhaps indicating the approximate time to be spent on each. But the details of content and procedure will grow out of your beginning units, and you will want to plan them *with the children*."

"Yes, our planning together gave us so many values last year that I do not want to have *my* plans so complete that group planning will be hampered. The suggestions for activities which I have in my notes can be used in a variety of ways and will help me to take advantage of the new interests which develop as we go along. There are a few units, such as the co-operative unit and the soil conservation unit, which I want to plan quite fully while I am here and have access to the library. But I will try to make them flexible enough to allow for needed adjustments later."

"Your own curriculum plan should be a kind of 'source book' to which you may turn, as you might to a library, for materials which your group needs in order to carry forward its purposes in a fruitful way," Miss Elden said. "Never let it become a hard and fast 'course of study' which you feel you must 'cover.' If your *end* (the all-round development of the child) is clearly before you, the exact *means* to that end may be flexible and adjustable."

12 · CURRICULUM PLANS FOR RIVERSIDE SCHOOL

The following plan * is intended as a guide for our activities in social studies and science, and, to some extent, in English, art, and handwork, for the coming year. I have tried to select content and activities which are adapted to the children's experience and interests and which will give them development in needed directions. So far as possible I have related this plan to the activities which were carried on last year, but I have tried to build toward a long-time organization which will have more coherence and sequence than our work had last year.

I have used the Dunn-Bathurst *organization* of grouping the children in three groups and following three large alternating centers of interest in a three-year rotation. But I have adapted the *objectives, content, and activities* to meet the resources and needs of our own situation. Within this guiding framework we can make our day-by-day plans as flexible as necessary.

I. GENERAL OBJECTIVES

INDIVIDUAL OBJECTIVES

1. The personal development, growth, and learning of each individual child in:
 - a. A sense of his own value as an individual—the awareness of his own abilities and capacities, and the ability to achieve success and constructive self-expression through them.
 - b. Open-mindedness toward others' abilities and beliefs, and

* Miss Lee's written report to Miss Eilden.

tolerance for those individuals or groups whose nationality, religion, occupation, or ways of living differ from his own.

- c. Intelligent care of his own physical health, and growth in self-control and emotional balance.
- d. Appreciation of and desire for beauty and order in personal and group living.
- e. Development of an investigative attitude toward his natural and social environments.
- f. Command of basic knowledges and skills sufficient to enable him to take part in civic and social living with confidence and effectiveness.
- g. Knowledge of the general advantages, disadvantages, and requirements of various occupations, both rural and urban, sufficient to aid him in deciding what training to seek beyond the elementary school.
- h. Initiative in finding (in books, music, art, handicrafts, nature, and social relationships) resources for his leisure time.

SOCIAL OBJECTIVES

- 2. The development, at each child's level of maturity and ability, of such social understandings as the following:
 - a. That every member of a family can contribute to the happiness and welfare of the others.
 - b. That it is important for each individual to maintain his own health and to protect his own property, but that people can protect themselves more effectively by working together.
 - c. That all the people in a community depend upon each other in certain ways and have responsibilities to each other.
 - d. That each community depends upon many other communities for the things it needs or wants.
 - e. That people can live upon the earth only because they use the soil, water, minerals, plants, and animals, and that they must not waste these resources.
 - f. That nature influences people's ways of living but that scientists and inventors are constantly finding new ways of controlling and using nature.
 - g. That our ways of living are constantly being improved by

new inventions and machines but that people must learn to use these wisely.

- h. That everyone needs to spend part of his time "having fun"—playing with others, being out of doors, making beautiful or useful things, or enjoying the things which others have done or made.
- i. That we can enjoy our leisure time more richly and valuably because of books, art, music, and other gifts which former generations have left to us.
- j. That every person has a right to worship as he wishes, and that others should not try to change or take away his beliefs.
- k. That people from earliest times have tried to find better and better ways of governing themselves, and that we are still working to improve our government.
- l. That each community builds schools so that its young people can learn better how to govern themselves and how to live happily and helpfully with other people.

3. The development of skill in selecting and using materials that contribute to these understandings:

- a. Books, magazines, bulletins, graphs, pictures, and visual and printed sources of all types.
- b. Verbal communication—conversation, group discussion, radio.
- c. Observation and study of the social and scientific relationships of the life about him.
- d. Recognition and use of the practical values of mathematics in everyday life.
- e. Play, social relations, and leisure-time hobbies.

4. Increasing ability to share responsibly in such areas of social living as the following:

- a. Activities of the home and family life.
- b. Co-operative activities of school and community.
- c. Utilizing, protecting, and conserving life, property, and natural resources.
- d. Production and fair distribution of goods and services—material, social, and cultural.
- e. Intelligent consumption of such goods and services.

- f. Activities which will contribute to intelligent, tolerant, and peaceful adjustment of human relationships, in the immediate community and in the world-wide community of peoples.

II. THEMES EXTENDING THROUGHOUT THE CURRICULUM *

1. Major emphasis given in the Home Year to:
 - a. Man's adjustment to nature and to other human beings.
 - b. The dependence of the present upon the past.
 - c. Man as a consumer and user of goods.
2. Major emphasis given in the Farm Year to:
 - a. Man's adjustment to, and partial control of, nature, through skill in agriculture.
 - b. The world's dependence upon agriculture to meet fundamental needs in all times.
 - c. Man as a producer and distributor of raw materials.
3. Major emphasis given in the Community Year to:
 - a. Man's constant effort, through the ages, to improve adjustments among human beings.
 - b. Interdependence, both economic and social, throughout the world.
 - c. Man as a transformer of raw materials and distributor of manufactured products.

III. UNITS OF WORK CARRYING OVER FROM LAST YEAR

KEEPING UP WITH THE TIMES

Last year we did not have a regular current events period, but often at opening exercises on Monday morning we discussed news broadcasts heard or items read in papers during the week end. This

* Adapted from: Dunn, Fannie W., and Bathurst, Effie G. *Social Studies for Rural Schools: Guide and General Outline*, p. 8. New York: Teachers College, Columbia University, 1932.

year I feel that so much of our core-curriculum material depends upon knowledge of current affairs that we should take more time to encourage reading of current periodicals and listening to informational broadcasts, and should discuss current events together more thoroughly. Therefore I plan to open our work each Monday morning with a long current events period. Part of it will be devoted to informal reports of news gathered at home, part to reading and clarifying materials from our school current events paper, and part to free questioning and discussion. This may take all of our core-curriculum periods on Monday, and if so, I think it will be justifiable because of the important place of agriculture in world affairs.

Source materials:

This year I think it would be desirable for each child to have a copy of the *Weekly Reader* at his own reading level, or *Current Events*, or the *Junior Review* for the Upper Group. (I have samples of all of these and will encourage each child to explore them and choose the one which he reads with greatest ease and interest.) A number of the families take a daily paper, all take the weekly *Weston County Times*, and almost all get a Sunday edition of some daily paper. A few take a weekly news magazine or one of the picture magazines. All take some weekly or monthly farm paper. All have radios.

Suggested procedure:

1. All the children will be encouraged to bring clippings, pictures, cartoons, or any other appropriate materials from home. We will maintain a "Keeping Up with the Times" bulletin board, and daily additions to it will be encouraged. The younger children can serve with the older ones on the Bulletin Board Committee, and will feel a part of the project even though they will probably contribute less material.
2. Whenever a group's current unit lends itself to the plan, the members can keep a special bulletin board for materials related to the unit.
3. The Upper Group will tend to take the lead in the reporting and discussing of informational materials, and their activities

will encourage the Middle Group and will keep their interest and attention alert.

4. With the Middle Group I will encourage more reading aloud of items from their papers, with comments, rather than expecting long reports from them.
5. The Primary Group will not be able to keep their attention on discussion and reports for as long a period as this, and I will plan some seatwork which they can be doing during the last part of the period. If they prefer to listen or contribute, they will be welcomed.
6. At each Open House we will have a short résumé of the outstanding news of the month, given by some child who has made especially valuable contributions to the current events project during that month.

OUR SCHOOL HOME

This will be a continuation of our last year's interest in school beautification. At the opening of school, and at the beginning of each month, or after the Christmas and spring vacations, we will use some of our planning and language periods to discuss things which need to be done to keep the school attractive, indoors and out. During these periods, problems of organization of routine tasks, of care of school equipment, and other matters which affect the common enjoyment of our school home will be taken care of. Plans for decorating the room for Christmas, preparation of winter bouquets, care of the bird feeding station, and all such co-operative activities will fall under this unit. It will be wholly informal, and time will be given to it only as the maintenance of our school as an attractive, comfortable "home" requires.

RIVERSIDE CLUB

Last year our hot lunch and library projects were carried on informally at first, through committees. But as we accumulated funds, we needed some organized plan of caring for them. So we decided to form a club, with other officers as well as a treasurer. We met every Friday morning (together with several adults whom we had invited to be our advisers) and appointed committees,

planned new activities or reorganized old ones, and managed all the details of our hot lunch and library projects. The club has given the children the experience of co-operation with each other and with the school board and other adults in the community.

This type of co-operation is valuable, and it could be continued in the same way. But it seems to me that it could be made a still more valuable educative experience for the children, and even for the adults of the community, if it could be related to the nationwide movement in organized co-operation.

Farmers, as a group, have been noted in the past for their independence and their reluctance to form occupational organizations, as labor has done. Agricultural progress has been hindered by this lack of unity. During the past ten years the A.A.A. and other federal agencies have given farmers guidance in group action in local communities. The number of purchasing and consumer co-operatives has increased by more than 50 per cent, and marketing co-operatives by 40 per cent, in that period. State and national legislatures have passed laws aiding co-operatives, and further legislative assistance for the advancement of the agricultural co-operative movement is being sought.

Children growing up in agricultural communities, and facing vocational decisions, need to know these trends and to have direct experience with the principles and practices of co-operatives. In our community the creamery is the only co-operative, though the community is alive to the possibilities of an electrification co-operative. The coming year seems a propitious time for the development of an actual experience in organized co-operation for the Riverside children. Consequently I have worked out the following tentative plan for the organization of a School Co-operative, and have tried to integrate the concept of organized co-operation within agriculture, and between agriculture and other occupations, into the whole year's work.

RIVERSIDE SCHOOL CO-OPERATIVE

At our "Three-Community Day" picnic, at the close of last year, the adults of the three neighboring school districts organized informally to study the possibilities of an electrification co-operative. As we talk about our vacation experiences, the children will be

eager to tell me what progress has been made, and they will be thrilled at the idea of a co-operative of their own. We can talk it over at club meeting and see whether we would like to reorganize "Riverside Club" into "The Riverside School Co-operative."

Suggested procedure:

1. Discuss what the children already know about co-operatives.
2. Make a list of questions which they want answered. The questions will probably be somewhat as follows:
 - a. What is the difference between a co-operative store or creamery and any other kind?
 - b. Why is a co-operative better?
 - c. How does a co-operative get started?
 - d. How much does it cost each member?
 - e. Does the member have to buy things to earn any profit?
 - f. Can anyone belong who wishes to?
3. Ask the creamery manager to meet with the children some noon and explain how the co-operative creamery is organized. Find out from him where we can get information about co-operatives.
4. Write to The Cooperative League of the U.S.A.* and other sources for pamphlets, and study them to find out whether we could have a school co-operative.
5. Discuss how we could begin one in Riverside School, and canvass possibilities of consumer services which it could provide.

Note: Our lunch and library projects last year yielded quite a little profit. They could be operated under a co-operative plan even more successfully, with adult patrons of the library invited to become members. We could also sell certain articles which the children buy for school, such as pencils, pens, erasers, tablets, etc. We might even interest the school board in becoming members, and sell them paper towels, toilet paper, sweeping compound, etc., for school use.

* The Cooperative League of the U. S. A., 167 West 12th Street, New York City.

6. Work out an estimate of the finances involved.
 - a. Needed capital:
 - (1) Hot lunch investment necessary.
 - (2) Transportation charges required for books.
 - (3) Inventory for the "store."
 - b. Possible sources of needed capital:
 - (1) Sale of shares.
 - (2) Present club funds (if the club members all become co-op members).
 - (3) Loan, if necessary, from teacher, parents, or the bank, at the regular interest rate.
 - c. Estimated income:
 - (1) Hot lunch fees (15¢ per week per child, in cash or produce).
 - (2) Fees paid by adults for book delivery service (5¢ per week per book).
 - (3) Sale of goods to purchasers.
 - d. How to allow credit to members for vegetables, milk, etc., contributed for hot lunch—a wholesale cost, in a way.
 - e. Estimated expenses:
 - (1) Hot lunch supplies each week, based on last year's records.
 - (2) Transportation charges on books each month.
7. Set up basic principles by which the organization will be guided, such as:
 - a. The Riverside Co-operative shall open its membership to any person who is in sympathy with its aims and principles.
 - b. Each member shall agree to buy at least one \$..... share, making a down payment of at least \$..... and completing the share within months after joining.
 - c. Each member shall have one vote.
 - d. A specified rate of interest shall be paid on full shares. No member shall own more than 10% of the total capital.
 - e. If a member finds it necessary to withdraw for any reason, his capital shall be refunded immediately, if possible, or as soon as the organization is financially able to refund it.
 - f. At the close of the school year, net profits shall be distrib-

uted, as patronage rebates, to paid-up members in proportion to their purchases. Rebates may be withdrawn, or invested as further share capital for the following year.

8. Organize, and elect directors. The Board of Directors will elect a president, a vice president, a secretary, and a treasurer, and will select such managers and assistants as are necessary to handle the business of the hot lunch, the library, and the store. These will report to the members at their regular weekly meeting.

Suggested activities for the Primary Group:

During the other group's study these children may feel rather "left out." I have a little ten-cent book, "The Little Red Hen and Her Co-operative," * which is written in verse. It is a sort of doggerel, but I think the primary children would enjoy memorizing it, a section each, and making puppets with which to dramatize it. They could present it at an Open House to publicize the co-operative to parents, or as a special program for the opening day of the co-operative.

SOIL CONSERVATION †

Because of the urgency for increased production forced by war needs and by threatened food shortages, farmers must be on guard against a repetition of the soil deterioration brought about by unwise practices during World War I. The farms in our own community are not badly eroded, and relatively little remedial effort is required at present. But the community as a whole must be alert to the danger and aware of preventive measures.

Last year the children had an experience in remedying erosion in the schoolyard. The sandbank behind the building was badly washed by fall and winter rains. In the spring we planted grass, plants, and small shrubs there to prevent further washing. These

* Stockton, Kate B. *The Little Red Hen and Her Co-operative*. Yellow Springs, Ohio: Antioch Bookplate Company, 1939. \$10.

† Source materials and suggestions for activities adapted from:

Bathurst, Effie G. *Teaching Conservation in Elementary Schools*. Bulletin No. 14, 1938. Washington, D. C.: United States Office of Education. 125 pp. \$25.

grew well before school closed, and by September they will have started a firm protective covering. This project will provide a point of departure for the study of other means of checking erosion. In the fall months, too, we often have small dust storms from the recently plowed fields which are not yet frozen or covered with snow. These will lead into discussions of ways of avoiding such loss of topsoil.

This unit need not be carried on at any specific time but may begin in the fall and be referred to as its content relates to current units. It will probably appeal predominantly to the Upper Group, but the other two groups may join in the activities from time to time.

Suggested procedure for the Upper Group:

1. Make a thorough survey of the community to locate all evidences of soil erosion—for example:
 - a. Sickly crops on slopes of a field, better crops at foot.
 - b. Drifts of dust or soil at the foot of a slope.
 - c. Ditches and gullies in fields, barnyards, or unused land.
 - d. Barren pasture land, caused by close cropping, or by surface cutting from animals' hoofs.
 - e. Creeks filled with silt after a rain.
 - f. Filling in of ponds or lakes by silt.
2. Classify these evidences as indicating "serious erosion," "erosion likely to become serious," "harmless erosion." Make a map of the community showing the "serious" spots in red, the "likely" spots in blue, the "harmless" in green.
3. When the map is completed, discuss the *amount* of land in the whole community which is seriously eroded or likely to become so. Is it a problem important enough to call to the attention of the farmers? Can the "red" areas be saved? The "blue"?
4. If the answers to these questions are affirmative, observe each "red" and "blue" area again, by means of committees of children and out-of-school youth who live near the affected areas. Let each committee collect as complete data as possible on the contours of the land, the types of soil in the affected spot, the watershed of the spot, its relation to the local watershed, and

near-by woods or sod areas which might help in protecting the eroded spot. Collect samples of soil, and take kodak pictures of the conditions or make sketches to show the whole situation.

5. Study all the conservation practices which might be used to combat the types of erosion problems found (if possible, with help from an expert in conservation):
 - a. Rotation of crops.
 - b. Planting cover crops such as alfalfa, clover, lespedeza, and soybeans.
 - c. Plowing under these restorative crops while green.
 - d. Deep plowing.
 - e. Yearly fertilization with manure, or with appropriate commercial fertilizer.
 - f. Contour tillage.
 - g. Strip cultivation.
 - h. Terraces on slopes.
 - i. Rotation of grazing land, especially for sheep.
 - j. Reforestation of slopes.
 - k. Planned drainage systems.
 - l. Gully dams for large gullies.
 - m. Sodding walls of small gullies.
 - n. Planting grasses with long roots, vines, hardy shrubs, or other plants on eroding slopes and on gully walls.
 - o. Retiring poor land from cultivation, sowing it to clover and grass, or reforesting it.
6. Let each committee develop a plan for reclaiming its area or areas. The next step is to approach the owner, or the tenant operator, of the farm and present the case and the suggested plan. If he is interested, invite him to come to the school on a specified date for a "Conservation Conference," at which he and his neighbors can secure the advice of the County Agent or of the nearest soil conservation expert from the federal government. At the conference each farmer can meet with the committee which has planned the project for his farm and discuss the feasibility of the plan and check it with the expert, before attempting to put it into practice.

7. Before the conference make a brief study of erosion in other parts of the United States to become familiar with significant facts and with conservation programs in various areas.

a. Erosion data:

- (1) Control of erosion is needed on about 75% of the present and potential cultivated area of the nation.
- (2) About 100 million acres of fertile farm land have been seriously impaired for cultivation.
- (3) If present erosion is allowed to continue, our present 450 million acres of usable farm land may be reduced to as little as 150 million acres.
- (4) Water and wind erosion together remove each year about 3 billion tons of soil from cultivated lands.
- (5) The nation is losing 126 billion pounds of plant food every year, 21 times the amount of plant food removed by crops.
- (6) At the present rate, in another 50 years the cumulative loss will be equivalent to \$4000 on every farm in the United States.
- (7) From 400 to 1000 years is required by nature to build a single inch of topsoil.

b. Erosion in the Piedmont Region.

- (1) Causes: Overcultivation; failure to feed the soil; a one-crop system; depletion of forested areas.
- (2) Conservation program: Demonstration areas established by Soil Conservation Service and C.C.C.; a five-year program decided upon by every farm with the help of a government specialist; use of rotation, self-binding crops on slopes, strip cultivation.

c. Erosion on the Great Plains.

- (1) Causes: Drought; overgrazing; plowing up of grazing lands during World War I; raising of machine-produced wheat instead of herd animals; wind erosion of plowed areas.
- (2) Conservation program: Contour tillage; regrassing of plowed areas; rotation of grazing; planting of wind-breaks; resettlement of homesteaders.

8. Prepare exhibits and pictures of local erosion areas, and talks on soil conservation programs in other regions of the United States, to present at the Conservation Conference.
9. If the farmer who tills each farm on which a "red" or "blue" area exists is willing to co-operate in reclaiming it, let each committee continue to work with him, keeping a record of all reclamation activities and their progress.

Suggested activities for the Middle Group:

The Middle Group may work with the Upper Group when the activities are of a level to appeal to the younger children, or they may have separate activities. Those following would be appropriate for them:

1. Study ways in which soil is made: through wind and water erosion; through ice and frost; through roots of plants and trees. Try to bring in specimens or sketches to illustrate each. Develop a conception of the slowness of the process.
2. Locate a cut along the road which shows underlying rock, and the succeeding layers of soil in the process of formation. Make sketches and prepare talks, to give at the Conservation Conference, on the formation of soil, emphasizing how long it takes.
3. Make a soil survey of the community, using the Upper Group's map as an aid, and try to discover which processes of soil formation operated in forming each type of soil found.

Possible activities for the Primary Group:

1. See the work on soil in Major Unit I, Section IV.
2. Emphasize the work of water in soil formation. Study the alluvial deposits made by tiny rivulets after a rain. Encourage children to watch for other evidences of water erosion on their own land, or along the road to school, and to report them to the Upper Group.
3. Study the water cycle, in relation to their study of weather in Major Unit II, and make simple experiments in evaporation and precipitation to drive the information home clearly and tangibly.

4. Put a few plants in glass jars, or turn plants out of their pots, and study the way roots bind the soil.
5. Join in the discussions and activities of the other two groups whenever they are appropriate and interesting to the Primary Group.

Note: The two preceding units will weave into the units related to the farm, as outlined in Section IV, in many ways. Equipment-purchasing and marketing co-operatives are not yet common in our county, but their possibilities may be discussed in relation to mixed farming, wheat growing, dairying, and other types of agriculture. The children's visit to the co-operative market at Fairmont last spring will be likely to lead into further study of co-operative marketing. The tracing of the distribution of farm products will lead us to the wholesale warehouses of the consumer co-operatives. Soil conservation, of course, is an essential part of every type of farming and will come up in almost every unit of the Middle and Upper Groups' work. No sharp line will be drawn between these year-long units and the Major Units of each group, but the interrelations will be developed as they become apparent in the work being carried on.

IV. TENTATIVE SEQUENCE AND TIME ALLOTMENT OF FARM YEAR UNITS

APPROACH UNIT FOR ALL GROUPS: FARMS FEED THE PEOPLE. (1 week)

Note: Last year we studied the occupations outside of our community which served the many needs of our homes, farms, and community. This unit will call the children's attention to the reciprocal relationship between the farm and these occupations.

General objectives served: 1c, 2c, d, e; 3b, c; 4b, d. (See page 241.)

Specific objectives for this unit:

1. To awaken the children to an awareness of the rôle of the farm in supplying the essential needs of the people in every occupation.

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2. To point their interest toward the many aspects of farm life which provide challenging and valuable learning experiences.
3. To continue developing the ability to work in a group of various age levels in studying these aspects of our everyday life.
4. To lead into a beginning problem for each group, as the center of its first unit on the farm.

Major themes emphasized: 1c; 2b, c; 3b. (See page 244.)

Questions which may be raised:

1. What kinds of things are raised on our farms?
2. Do we use all of each product ourselves?
3. What is done with the extra supply?
4. What people use our extra products?
5. With what do they supply us in return?
6. Why do we raise these particular crops?
7. Why do we wish to increase our crops?
8. How can we increase them most successfully?
9. How do animals help us? Machines?
10. How do farmers help each other?

Suggested procedure:

1. During this week all our social studies periods will be pooled, to allow plenty of time for group discussion.
2. As questions are raised, we will list them on the blackboard, discuss what we know about the answers, and list the new questions which arise.
3. Toward the end of the week we will organize the questions under such topics as are suggested below, for guidance in units of work for each group or combination of groups.

Suggested activities:

1. For the Primary Group:

We will start our first unit at once, using it as the basis of our first reading and language work. We will all work together to develop "experience stories" which will provide reading review for the second and third graders and give the first graders an

understanding of the use of word symbols to record our spoken words. We will begin at once to use our play corner as a "farm home," and will begin the building of a model farm on the playground near the windows so that the primary grades may work there during school hours on pleasant days and I may watch them as I work with the other groups.

2. For the Middle Group:

It would be desirable for this group to work during the language and study periods with the Upper Group on the first two problems of the Upper Group's Survey Unit. When these problems are worked out, they may select one or two types of farms to study intensively and may begin their own Major Unit I. For their reading periods I will use materials on farm life from primary readers to give the slow readers vocabulary review, and will let the three girls who read well explore middle-grade readers for materials to be used with Major Unit I.

3. For the Upper Group:

Their language and study periods will be devoted to the first two problems of their Survey Unit. This will give them time for locating and recording the necessary information before starting the other problems.

UNITS FOR THE PRIMARY GROUP: THE FARM.*

MAJOR UNIT I: FALL ON THE FARM. (4 weeks)

General objectives served: 1a, c, d, e, f; 2a, b, f, h; 3a, b, c, d; 4a, b, c, d, e.

Specific objectives for this unit:

1. To give the children better understanding of the work of the farm, and greater appreciation of their own part in it.

* Adapted from:

New Jersey Department of Public Instruction. *A Handbook in Social Studies and Related Activities for Primary Grades.* Trenton: The Department, 1932.

Golden, Emma B. *The Kindergarten Curriculum.* Chicago: Morgan-Dillon and Company, 1940.

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2. To develop an idea of the satisfactions and pleasures to be found in the co-operative tasks of the farm family.
3. To make clear the relation of the natural environment to the work done in different seasons.
4. To help children appreciate the importance of machines in farming.

Major themes emphasized: 1a, c; 2a, c.

Suggested approach:

Discussion of what is going on at home will naturally be a topic for language activities with the beginners and will be a center of interest with the second and third graders after their summer at home.

Suggested topics for discussion:

1. Kinds of work we can do on the farm.
 - a. Caring for animals.
 - b. Gathering eggs, vegetables, fruit.
 - c. Working in the garden.
 - d. Storing and preserving meat, vegetables, and fruit.
 - e. Bringing in the cows and horses.
 - f. Helping in the barn.
 - g. Milking or caring for the milk.
 - h. Keeping the farmyard neat.
2. Kinds of work our fathers do.

Note: The work of all the seasons can be touched upon at this time, in order to have the children see the year as a whole. But the fall tasks will furnish the center of our first discussion activities. Then as each season approaches, its activities will be given special emphasis in relation to the unit going on at that time.

 - a. In the fall.
 - b. In the winter.
 - c. In the spring.
 - d. In the summer.
 - e. Work which has to be done every day of the year.
 - f. How we can help in our fathers' work.

3. Kinds of work our mothers do.
 - a. Taking care of the house and the family.
 - b. Taking care of the chickens.
 - c. Taking care of milk and eggs.
 - d. Helping with other farm work.
 - e. Our share in our mothers' work.
4. Machines our mothers and fathers use to help do the work.
 - a. In the house.
 - b. In the barns and chicken houses.
 - c. In the field.
5. How we have fun together.
 - a. Doing our work.
 - b. Fun out of doors.
 - c. Taking trips together.
 - d. Evenings at home.
6. Crops raised on our farms.
 - a. For us to eat: vegetables, fruits, grains.
 - b. For our animals to eat: hay, grains, roots.
 - c. For us to sell: hay, grains, fruits, vegetables.
7. How nature helps with our crops.
 - a. Sunshine.
 - b. Rain.
 - c. Soil.
8. Troubles our fathers have in raising crops.
 - a. Too much rain, or too little.
 - b. Too much hot weather.
 - c. Too early or too late frost.
 - d. Insects and worms.
 - e. Blights and plant diseases.
 - f. Weeds in the fields and weed seeds among the grain harvested.

Suggested procedure and activities:

1. Allow a great deal of time for discussion of each topic, to improve the oral language of the second and third graders and to develop freedom in informal conversation for the first graders.

2. Compose a number of "experience stories" for a "Big Book About Farms." Help first graders to formulate sentences of their own. Let second and third graders copy sentences at first, then write their own, using "Our Word List" for the spelling.
3. Collect pictures from magazines, catalogues, and newspapers to illustrate the "Big Book." Draw pictures to illustrate each story.
4. Read the "Big Book" together, letting first graders read by rote as they become familiar with the stories. Gradually help the first graders to pick out certain words, and to find them also on "Our Word List," compiled by second and third graders.
5. Use picture books about farms to stimulate first graders' interest in later reading. Let the other children read to them from readers and from many small "unit books" of first and second grade reading level.
6. Plan to build a model farm out of doors. Discuss what should be included; draw an "airplane map" of the farm; bring wooden boxes for building; lay off fields and farmyard together, developing arithmetic concepts; choose appropriate-sized boxes for the various buildings; make stick or stone fences; put "trees" around the buildings and "crops" in the fields; make an orchard and garden; make cardboard animals of proper size for the barn and the pig and chicken houses.
7. Talk about good times working together. Dramatize tasks and let the older children guess what is portrayed.
8. Make a frieze of large powder-paint pictures to illustrate different kinds of work done in each season by all members of the farm family. Let second and third graders make a neat label for each picture.
9. Make a collection of pictures of all the kinds of machines used on local farms.
10. Have a "Harvest Exhibit" of all the kinds of field and garden crops raised on the local farms. Discuss means of storing them for winter use.

11. Bring specimens of different soils from the farm and examine their texture; put each kind in water to see how much humus it contains; fill a flower pot with each kind and plant corn or beans; watch their growth, color, etc., to see which soil is the best for plants. (Items 11, 12, 13, and 14 may be repeated in other forms in the spring in Major Units VI and IX.)
12. Make a series of drawings of a corn plant growing, showing its use of the soil through its roots, the sunshine to make it grow tall, and the rain to wash its leaves and water its roots. Show it in spring, in summer, and in fall.
13. Bring specimens to show the work of insect, worm, and plant disease pests.
14. Bring specimens of common weeds and discuss means which the farmers use to eradicate them from their gardens and fields and to separate them from the harvested grain.

MAJOR UNIT II: WINTER IS COMING. (8 weeks)

General objectives served: 1d, e, g; 2a, c, f, h; 3a, b, c; 4c, e, f.

Specific objectives for this unit:

1. To sharpen children's observation of seasonal change.
2. To help them understand the relation of the sun to seasonal changes.
3. To give them an understanding of the values of winter as a dormant season for plants, insects, and certain animals.
4. To increase their understanding of how men adapt themselves to seasonal changes.
5. To make clear the reason for celebrating Thanksgiving and to begin to develop an understanding of the foundation the past has laid for the present.

Major themes emphasized: 1a, b; 2a.

MAJOR UNIT III: THE CHRISTMAS STORY. (3 weeks)

Note: This unit will parallel the unit on Herding in the Middle Group, and the two groups may be combined for part of the time. They may also work together on the shadow play of the

Holy Night, which we will repeat from last year's Christmas program.

General objectives served: 1a, b, d, f, h; 2a, h, i, j; 3a, b; 4b, f.

Specific objectives for this unit:

1. To teach the meaning of Christmas.
2. To further the children's understanding of the relation of the present to the past.
3. To develop their imagination and initiative through the co-operative preparation of the shadow play for the Christmas Open House.
4. To establish the Primary Group's confidence in itself as a contributing part of the school group.

Major themes emphasized: 1a, b.

MAJOR UNIT IV: ANIMALS ON THE FARM. (4 weeks)

General objectives served: 1a, d, e, h; 2a, b, c, d, e, h; 3a, b, c, d, e; 4a, c, d.

Specific objectives for this unit:

1. To develop appreciation of the value of pets and work animals on the farm.
2. To clarify the difference in attitude toward these animals and those raised for meat.
3. To lead children to see how domestic animals are dependent upon men and to feel their responsibility as protectors of animals.
4. To develop the relation between the present and the past with regard to the origin of domestic animals.
5. To allow as much scope as possible for the children's progress in reading and language, and to develop a variety of handwork for occupation during long days indoors.

Major themes emphasized: 1a, b; 2a.

MAJOR UNIT V: FOODS FROM OUR FARMS. (4 weeks)

Note: We did so much with foods last year that this unit may not require four weeks. Much of it will be review for the second and third graders, but they are more mature now and will get more from it.

General objectives served: 1c, d, f, g; 2b, c, d, e, f; 3a, b, c; 4a, c, d, e, f.

Specific objectives for this unit:

1. To emphasize the importance of farms to people who live in other kinds of communities.

Major themes emphasized: 1c; 2a, b, c; 3b.

MAJOR UNIT VI: SPRING IS COMING. (2 weeks)

This unit will have the same objectives and many of the same procedures as Major Unit II. We will watch the temperature rise, observe the sun's shadow shorten again after March 21, and keep a record of the signs of spring as they appear. We will discuss the enlivening effect of the sunshine upon plants and animals, and develop parallels as to its effect upon us. We will list the spring activities on the farm and will plan how we can help with them. We will start some tomato, cabbage, and flower plants in "flats" at school. We will clean our birdhouses and get them ready for occupancy, thus leading into Unit VII.

MAJOR UNIT VII: OUR BIRD FRIENDS. (2 weeks)

During these first two weeks in April the common birds are returning very rapidly. We will have begun our bird calendar with the first reported meadow lark or robin and will keep it up to date as other birds arrive. The content of this unit will center largely upon the values of birds to the farmer, and upon recognition of the common birds and their songs. Reading, language, literature, art, and arithmetic will all be developed in relation to birds and their service to man. Some map work, with the globe and the United States map, will be introduced to show why some birds

return sooner than others. The discussion of how birds raise, feed, and protect their young will lead into Unit VIII.

MAJOR UNIT VIII: RAISING BABY CHICKS. (4 weeks)

Note: This unit is developed rather fully because it is the kind of farm work in which the youngest children most often have a part. Often, too, it is their first independent adventure in food production, when they become 4-H Club members.

General objectives served: 1a, c, e, g; 2d, e, f; g; 3a, b, c, d; 4a, b, c, d.

Specific objectives for this unit:

1. To emphasize the children's own experiences in food production as an important aspect of agriculture.
2. To develop parallels between healthful food and clean surroundings in poultry raising and in our own health care.
3. To utilize poultry raising as a practical application of our growing arithmetic knowledge.

Major themes emphasized: 1c; 2a, b, c; 3b.

Suggested topics for discussion:

1. Selection of eggs for hatching.
 - a. Breeds valuable for egg production; those valuable for their flesh.
 - b. Securing eggs of good quality.
2. Hatching the eggs.
 - a. With hens.
 - b. With mechanical incubators.
3. Care of young chicks.
 - a. By hens.
 - b. In brooders.
4. A well-balanced diet for chicks.
 - a. Grain foods.
 - b. Buttermilk.
 - c. Green foods.

- d. Grit (mineral).
- e. Cod-liver oil.
- f. How this compares with a well-balanced diet for us.

5. Keeping the brooder houses clean and warm.
 - a. Why it is necessary.
 - b. How the correct temperature is kept.
 - c. How the houses are kept clean.
 - d. Good kinds of brooder houses for warmth and cleanliness.
6. Caring for the growing chicks.
 - a. Increasing their food allowance.
 - b. Adding variety to their food.
 - c. Giving them sunshine and exercise.
 - d. Separating pullets and roosters.
 - e. The values of each for the farmer.
7. Marketing eggs.
 - a. How prepared for market.
 - b. Where marketed (use United States map for great market centers).
 - c. Differences in prices.
 - (1) Of different sized eggs.
 - (2) At wholesale and retail.
 - (3) Reasons for differences.
 - d. How preserved for future use.
 - e. How shipped long distances.
8. Marketing poultry.
 - a. Care on the way to market.
 - b. Prices received for different ages and breeds.
 - c. How poultry is shipped to far markets.
9. Eating eggs and poultry at home.
 - a. Why we should each eat an egg a day.
 - b. How many eggs each of our families use in a year.
 - c. How many chickens.
 - d. How to be sure we have enough for ourselves as well as for the market.

10. Other kinds of fowls.

- a. How do ducks and geese differ from chickens?
- b. Are guinea hens tame fowls?
- c. What wild fowls do we have on our farms?
- d. Are birds fowls?

11. Why fowls lay eggs.

- a. Nature's way of providing for the young.
- b. Differences between baby chicks and baby birds.
- c. How they differ from human babies.

Suggested procedure:

Note: Since we have never had a poultry unit and neither of the other groups is having one this year, we shall probably invite them to join in our discussions. We will *need* their experience, for little of this information is available in books of primary level.

1. Discuss the topics rather briefly and list items upon which we lack information. Then plan to visit a scientific poultry farm and find out: how they test eggs before incubation; how automatic incubators work; how their baby chicks are brooded; the correct proportions of various foods in a scientifically balanced diet. (If possible, all the children will go on this trip.)
2. Use the information secured to help us see ways of improving our own methods of raising baby chickens and increasing egg production.
3. Carry on whatever activities grow out of our topics and our trips.
4. Aspects of the unit which will stimulate arithmetic applications:
 - a. Length of incubation (for chicks; for birds).
 - b. Cost of selected eggs; of hatching them.
 - c. Cost of baby chicks already hatched.
 - d. Difference between b and c; advantages of each.
 - e. Amount of feed needed for each chick.
 - f. Length of time brooded.
 - g. Increase in amount of food in relation to age.
 - h. Temperatures required for brooder houses.

- i. Number of eggs in a dozen; in a case.
- j. Distances to market.
- k. Differences in egg prices; in poultry prices.
- l. Number of eggs and chickens required for a family for a week; for a year.
- m. Keeping marketing records so as to know how many chicks to raise each year.

MAJOR UNIT IX: OUR GARDENS. (2 weeks—if time)

This unit, if carried out, will have as its purpose the encouragement of vegetable gardening on a generous scale for family use and for the school lunches. We will plant our seedlings in our home gardens after planning carefully how to prepare the ground and space the plants. Then we will discuss summer care and will start some records to be completed at the end of the summer, showing dates of planting, hoeing, rainfall, harvesting, etc. These gardens will lay the groundwork for our first unit the following fall, which might center around the harvesting and preserving of the garden products, the exchanging of them with neighbors, and the sale of some of them in other communities.

UNITS FOR THE MIDDLE GROUP: HOW THE WORLD GETS FOOD.*

MAJOR UNIT I: FARMS IN OUR COMMUNITY. (4 weeks)

Note: I have developed in detail only the two major types of farms found in our community. Others may be studied if it seems desirable.

General objectives served: 1c, e, f, g; 2a, b, c, d, f, g; 3a, b; 4b, c, d, f.

Specific objectives for this unit:

- 1. To increase the children's respect for the contribution of their own farms to the work, well-being, and happiness of people in other occupations.

* Adapted from:

Dunn, Fannie W., and Bathurst, Effie G. *How the World Gets Food*. New York: Teachers College, Columbia University, 1932.

2. To develop their knowledge and appreciation of the interdependence of the city and the farm.
3. To emphasize the values of mixed farming, for the farmer and his family, and for people in other communities.
4. To help the children observe how such environmental factors as rainfall, sunshine, soil, and surface influence the types of farming in a community.
5. To develop their appreciation of the rôle of modern farm machinery in increasing production and lessening labor.
6. To make clear the importance of dairying, especially, in meeting the needs of living of a vast range of people, not only in our own country but in other lands.

Major themes emphasized: 1a, c; 2a, b, c; 3b.

MINOR UNIT I: MIXED FARMING IN OUR NEIGHBORHOOD.

Suggested problems (to be developed in class discussions):

1. What field crops are raised on mixed farms?
2. How much of each farm is in pasture?
3. How are the woodlands used?
4. What kinds of orchard crops are raised?
5. What kinds of garden crops are raised? How much of them does the family use? Sell?
6. How does the farmer decide what field, orchard, and garden crops to raise? How does he decide how much of each to raise?
7. What animals does he raise? What products does he get from each?
8. What kinds of work have to be done on a mixed farm? What help does the farmer need?
9. What kinds of machines can help him?
10. Where does the farmer sell his grain? Fruit? Vegetables? Milk? Meat? Wood? Hides? Honey? Eggs? Poultry?

11. Where are they shipped next? What occupations depend upon the distribution of these products?
12. What people depend upon them for food and other needs?

Suggested activities:

1. Discuss these problems in class as they are raised, and plan informal surveys to find information which we lack by questioning farmers in the community.
2. Study all the mixed farms in our neighborhood. Choose one which seems to be most typical to visit.
3. Plan the visit carefully, preparing lists of things to find out by observation or by questioning the farmer.
4. Read stories of mixed farms in other regions and compare them with those in our community.
5. Make a list of the needs of living which are supplied by mixed farms; of those which are not.
6. Make a map of our community showing the mixed farms. Make a wide picture border on the map showing the needs of living met by the mixed farm.
7. Make a list of all the reasons why farmers choose to raise certain crops or animals, using different headings, such as: soil, weather, surface of the land, family needs, market demands.
8. Make a large chart with a section for each product of a mixed farm, and list the people whose occupations depend on its distribution, and the places we have been able to find to which it is shipped.

MINOR UNIT 2: DAIRYING IN OUR NEIGHBORHOOD.

Note: Last year we all visited Mr. Karp's modern dairy farm, and all the children of the group, except Rose, Elmer, and Arthur, studied the transportation of milk to the city and learned how city people depend upon the farm for their milk supply. They also made a brief study of dairying in Holland and Switzerland. The materials of this unit and of Minor Unit 2 under Major Unit II are selected for a review and extension of that work.

Suggested problems:

1. Why do some farmers choose to have dairy farms?
2. What is needed to start a dairy farm? How much does it cost?
3. How many cows are usually kept? How much milk does each give? Why do some give more than others? How can the amount be increased?
4. What kinds of cows are best for dairy farms? What is the average amount of milk for each kind? of butter fat?
5. How is the milking done? Is it cheaper to milk by hand or by machine?
6. How is the milk cared for after milking? Why is it sometimes separated? How is it pasteurized?
7. How is the milk kept clean and pure? How are the cows kept clean? the barns? the milk utensils? the workers?
8. How are cows fed to keep them healthy? What other care must they have? Why are they tested?
9. What other kinds of work must be done on a dairy farm? How many people are needed? What work can be done by machine?
10. Where is the milk marketed? When is it inspected? What is meant by grades of milk? Does it pay the farmer to try to produce high-grade milk?
11. How is the milk distributed in the city? How much does it sell for? How much does the farmer get? Who gets the difference?
12. When cream is sold, where is it marketed? Does the farmer get as much for it as for milk? How does the creamery make butter? Where does it sell it? Does it make a profit on it?
13. How do co-operatives give the farmer better profits on his milk and cream?
14. What other products are made from milk?

Suggested activities:

1. Review our visit to the dairy farm. Ask Mr. Karp to come to school and answer some of the questions for which we cannot find answers.
2. Collect pictures of different breeds of dairy cows and gather data on their milk and butter fat yield.
3. Find out from health books, magazines, radio talks, and other sources why milk is so important for a healthful diet.
4. Write to the following sources for information on the care and use of milk:
 - a. Health Service, Cleanliness Institute, New York City.
 - b. National Dairy Council, New York City.
 - c. Metropolitan Life Insurance Company, New York City.
 - d. Delaval Separator Company, Chicago.
5. Make a list of suggestions for the care and use of milk to be posted in our school and home kitchens.
6. Make a "movie" showing all the steps in the producing, marketing, and processing of milk which we have learned about.
7. Make a model of a modern dairy farm on the schoolroom floor.
8. Prepare to show the movie and model farm at an Open House and explain all that we have learned about milk and good health.
9. Visit the creamery and find out how butter is made and marketed. Learn how our Co-operative Creamery is different from other creameries and why co-operatives are good things for a community. Trace some of our Riverside Co-operative Creamery butter to its consumers by using a United States map or a world map.
10. Visit the grocery store and see how many kinds of cheeses are in stock. Read to find out how different kinds of cheese are made. Get one of our Norwegian grandparents to come and tell us about the making of goat's milk and cow's milk cheeses in the old country.

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11. Compare condensed and evaporated milk. Examine malted milk and dehydrated milk powders. Try them out in our school lunches and compare them with fresh milk flavor.
12. Find out all we can about kinds and uses of plastics made from milk. How much of the milk sent from our own farms goes for this purpose?
13. Find out which are the leading dairy states and countries. Decide what kinds of climate are best for dairying. (Lead up to Minor Unit 1 under Major Unit II.)
14. Collect all our written information and pictures into a large booklet on "Dairying." Find poems and stories for a "Literature Section" in the booklet. Learn some of these poems and stories to tell at the parents' meeting.
15. Make a booklet of "Our Dairying Problems" showing all the arithmetic problems we found as we studied dairying.

MAJOR UNIT II: DIFFERENT KINDS OF FARMS IN OTHER COMMUNITIES. (8 weeks)

General objectives served: 1e, f, g; 2c, d, e, g, k; 3a, b, c, d; 4b, c, d, f.

Specific objectives for this unit:

1. To trace further the effects of temperature, soil, and surface conditions upon the type of farming carried on in a region.
2. To develop, in addition, understanding of the effect of nearness to a market.
3. To increase skill in using informational reading materials and maps as sources of knowledge.
4. To build up an elementary conception of the relation of latitude to climate, and the likeness of agriculture in different regions of the same latitude.
5. To develop the children's interest in other sections of the United States and to help them understand that participation in the same occupation gives people from different sections common interests.

Major themes emphasized: 1a, c; 2a, b, c; 3b.

MINOR UNIT 1: OTHER DAIRYING REGIONS IN THE UNITED STATES.

MINOR UNIT 2: OTHER COUNTRIES WHICH LEAD IN DAIRYING.

MINOR UNIT 3: OTHER KINDS OF FARMS IN THE UNITED STATES.

MAJOR UNIT III: OTHER MEANS OF PRODUCING FOOD. (8 weeks)

General objectives served: 1b, e, f, g; 2c, d, e, f, g, h; 3a, b, c; 4b, c, f.

Specific objectives for this unit:

1. To have the children learn about occupations which are different from those in their own community.
2. To develop the conception that not all food is produced by tilling the land.
3. To increase their appreciation of the many ways in which men adapt themselves to their environment.

Major themes emphasized: 1a, b, c; 2a, b, c; 3a, b.

MINOR UNIT 1: HERDING.

MINOR UNIT 2: FISHING.

MINOR UNIT 3: HUNTING.

MINOR UNIT 4: HOW PEOPLE WITHOUT MACHINERY GET FOOD.

MAJOR UNIT IV: HOW THE WHOLE WORLD GETS FOOD FROM MANY LANDS; TRANSPORTATION. (16 weeks)

General objectives served: 1a, e, f, g; 2c, d, e, f, g, k; 3a, b, c, d; 4b, c, d, f.

Specific objectives for this unit:

1. To help the children observe the various ways in which food products are transported from their own farms to the people who use them.
2. To increase the children's understanding of the effect of improved transportation upon their own way of living.
3. To give them an appreciation of our dependence upon certain other agricultural areas in the same way in which cities are dependent upon us.

4. To stimulate their interest in possible future developments in transportation, and to help them realize how air transportation will make great changes in people's lives all over the world.

Major themes emphasized: 1c; 2a, b, c; 3b, c.

MAJOR UNIT V: TRAVEL AND TRANSPORTATION IN THE PAST.
(8 weeks)

Note: The state course of study in history includes stories of explorers and pioneers in our own state for fourth grade, the periods of exploration and colonization of the United States for fifth, and the study of early Europe for sixth. The history of transportation supplies an excellent theme which will make these historical periods more meaningful to the children; so I have organized the three above aspects of the course of study materials into the following unit.

General objectives served: 1b, f, h; 2d, e, f, g, k; 3a, b, c; 4b, d, f.

Specific objectives for this unit:

1. To help the children understand and appreciate the changes which have taken place in transportation since travel and trade began.
2. To emphasize how travel and transportation led to the discovery of new lands and new sources of food.
3. To increase the children's appreciation of history as the absorbing story of man's movements on the earth, and to break down their former dislike of history as a school subject.

Major themes emphasized: 1a, b, c; 2c; 3b.

MINOR UNIT 1: EARLY TRANSPORTATION IN OUR OWN COMMUNITY.

MINOR UNIT 2: HOW TRANSPORTATION HAS GROWN IN THE UNITED STATES.

MINOR UNIT 3: HOW TRANSPORTATION HELPED MEN TO FIND AMERICA.

UNITS FOR THE UPPER GROUP: AGRICULTURE IN WORLD CIVILIZATION.*

SURVEY UNIT: THE PLACE OF FARMING IN OUR OWN COMMUNITY. (3 weeks)

General objectives served: 1e, f, g; 2c, e, f, g; 3b, c, d; 4b, c, d, f.

Specific objectives for this unit:

1. To encourage the children to find information and to think analytically about the underlying aspects of that realm of agriculture with which they have first-hand experience—their own farms.
2. To lead them to formulate questions which will continue through the whole pattern of our year's work.
3. To acquaint myself with their store of information and to locate areas of information which are inaccurate or incomplete.

Major themes emphasized: 1a, b; 2a, c.

Suggested problem 1: What is the most common occupation in our community?

Possible activities related to problem 1:

1. List all the families represented in the school and check those which earn their living wholly by farming; partially by farming; by other occupations.
2. List the other families who live in Riverside community and check in the same way.
3. Make block graphs to show the representation of various occupations: farming; farm service occupations; transportation; occupations serving our homes; etc.
4. List all the different kinds of farms represented in our community.

* Title, some unit titles, and suggestions for activities taken from: Dunn, Fannie W., and Bathurst, Effie G. *Social Studies for Rural Schools: Agriculture in World Civilization*. New York: Teachers College, Columbia University, 1932.

Suggested problem 2: Why are there different kinds of farms in our community?

Possible activities related to problem 2:

1. Discuss the variety of major crops raised in the community and raise the question: "Why do they differ?"
2. List possible factors which may have influenced each farmer's choice of specialization: soil, contours of land, forested area, climatic factors, demand for certain products, ease of marketing, profits, the farmer's special interests, former products raised on that farm.
3. Encourage children to question their own fathers as to the reasons for their choice and to interview neighbors who have no children in school.
4. Map the community, coloring differently the sections devoted to each crop to indicate its proportion. Discuss soil, contours, streams, woodlands, and other features which characterize different sections of the community.
5. On a state road map draw colored lines from our community to market centers for each kind of produce.
6. Secure data (so far as possible) and graph the cash value of each product marketed by the community in the past twelve months.

Suggested problem 3: Does farming pay as well as other occupations? What type of farming pays best?

Possible activities related to problem 3:

1. These activities should be as objective as possible, so as to avoid personal comparisons. We will consult fathers and neighbors as to their opinions, and try to base our judgments on costs and profits of various products so far as possible. We will develop the idea that the farmer's family secures much of its living from the farm itself, and try to estimate the cash value of the family's living.
2. In consulting people of other occupations we will ask their opinions, but let them take the initiative in furnishing data to support their opinions.

3. We can invite the County Agent to come to the school and bring data on farm incomes for the whole county over a period of years.
4. We will consult yearbooks of agriculture, *The World Almanac*, market sheets of newspapers, and farm magazines, and will listen to radio talks, for such items of information as the following:
 - a. Average yields of various grains per acre.
 - b. Average value of farm land.
 - c. Cost of farm labor.
 - d. Cost of equipping and maintaining various types of farms.
 - e. Other data on farm costs and profits.

Suggested problem 4: Does farming in our community pay better than it did ten years ago? twenty years ago? fifty years ago? What has caused the changes?

Possible activities related to problem 4:

1. Consult older farmers in the community and secure records, if possible.
2. Consult the sources listed under problem 3 for comparative data.
3. Find material from current events magazines, farm magazines, newspapers, radio broadcasts, etc., concerning the effects of the war on farm profits.
4. Define the term "parity" so that the children will understand it when they meet it in their reading. Discuss recent governmental regulations designed to set it at a fair level.
5. Discuss other governmental aids or restrictions which have influenced farm income in recent years.
6. Invite a member of the Grange or Farm Bureau to talk to the group on changes in farming in the community over a period of years, and to point out the rôle of organized co-operation in the progress made.

Suggested problem 5: What is likely to be the future of farming in our community?

Possible activities related to problem 5:

1. Discuss the departure of people from the farms to defense industries, to military service.
2. Discuss the movement of any new people into the community and find the reasons for their coming.
3. Find data on changes of ownership of local farms in the past ten years, on increases or decreases in tenancy.
4. Find data on changes in the size of farms, and analyze the causes of such changes.
5. Find articles on postwar probabilities in agriculture and discuss their possible influence on farming in our own community.
6. Discuss possible kinds of co-operatives which might advance the welfare of farmers in our community.
7. Discuss the future of farming in our community with the County Agent, the Farm Bureau representative, and outstanding farmers in the community.

Note: The units which follow might not be carried out in the order given. The order will depend upon which questions raised during the Approach Unit (see page 255) seem most absorbing to the children. We will start with the aspect most interesting to them and proceed from unit to unit in the order which seems most desirable. When Middle Group units offer content or activities which contribute to Upper Group interest and purposes, we shall all work together for a time. If new angles of interest develop, we may substitute other units for some of those outlined.

MAJOR UNIT I: THE PLACE OF FARMING IN THE UNITED STATES TODAY. (8 weeks)

General objectives served: 1c, f, g; 2d, e, f, g, k; 3a, b, c, d; 4a, b, d, f.

Specific objectives for this unit:

1. To gain an overview of the whole pattern of farming in the nation.
2. To renew the children's familiarity with the geographic regions of the United States and their knowledge of the factors which control agricultural specialization.
3. To emphasize the ways in which man has succeeded in adjusting to, or controlling, the forces of nature by means of special techniques or by the use of machines.
4. To emphasize the interdependence of various sections of the country.
5. To help children analyze present-day problems of agriculture.

Major themes emphasized: 1a, c; 2a, b, c; 3b.

MINOR UNIT 1: DIFFERENT TYPES OF AGRICULTURE IN OUR OWN COUNTRY.

MINOR UNIT 2: WHY FARMING IS A GOOD OCCUPATION TODAY.

MINOR UNIT 3: WHY FARMING IS A DIFFICULT OCCUPATION TODAY.

MAJOR UNIT II: CHANGES IN THE PLACE OF FARMING IN THE UNITED STATES. (6 weeks)

General objectives served: 1b, e, f, g; 2d, e, f, g, k; 3a, b, c, d; 4a, b, c, d, f.

Specific objectives for this unit:

1. To develop children's perspective on farm problems, and to help them to see that present-day problems are not new, nor more difficult than the problems of other times.
2. To help them to realize that many present-day farm problems are the outcome of unplanned and unorganized agriculture in times past.
3. To give them a background of understanding as to why soil conservation is a national project today.
4. To help them to appreciate history as an aid in understanding our present-day living.

Major themes emphasized: 1a, b, c; 2a, b, c; 3a, b.

MINOR UNIT 1: THE PLACE OF FARMING IN THE COLONIES.

MINOR UNIT 2: HOW FARMING SPREAD WESTWARD.

MINOR UNIT 3: HOW THE INDUSTRIAL REVOLUTION CHANGED FARMING.

MINOR UNIT 4: HOW WORLD WAR I AFFECTED FARMING.

MINOR UNIT 5: THE FARM IN THE DEPRESSION.

MAJOR UNIT III: THE PLACE OF AGRICULTURE IN OTHER LANDS TODAY. (5 weeks)

General objectives served: 1b, c, e, f; 2d, e, f, g; 3a, b, c, d; 4b, f.

Specific objectives for this unit:

1. To help the children realize the dislocation of world agriculture caused by World War II.
2. To develop their awareness of South American countries as neighbors and as fellow agricultural countries.
3. To help them to balance one aspect of information against another and to form well-based opinions and sound judgments.

Major themes emphasized: 1a, b; 2a, b, c; 3a, b.

MINOR UNIT 1: IN EUROPEAN COUNTRIES.

MINOR UNIT 2: IN CHINA, INDIA, AND AUSTRALIA.

MINOR UNIT 3: IN NORTH AMERICA.

MINOR UNIT 4: IN SOUTH AMERICA.

MAJOR UNIT IV: THE FUTURE PLACE OF AGRICULTURE IN THE WORLD. (4 weeks)

General objectives served: 1a, b, c, d, e, f; 2b, c, d, f, g, k; 3a, b, c, d; 4b, c, d, f.

Specific objectives for this unit:

1. To integrate the content of the three preceding units by bringing our accumulated information and conclusions together in an effort to see what is ahead for agriculture.
2. To help children realize the responsibility which will lie upon them as youth and adults, whether they stay on the farm or migrate to cities, to help in the rehabilitation of the world after

the war and in the adjustments which agriculture and industry must make if world relationships are to be improved.

Major themes emphasized: 1a, c; 2a, b, c; 3a, b.

MAJOR UNIT V: PREPARING FOR THE POSTWAR PERIOD. (4 weeks)

General objectives served: 1a, b, c, d, e, f; 2b, c, d, f, g, k; 3a, b, c, d; 4a, b, c, d, f.

Specific objectives for this unit:

1. To bring home to the children their common responsibility with adults and with the government for planning and preparing for the postwar period and for a just and effective solution of its international problems.
2. To emphasize the necessity for wide and accurate information and for critical evaluation of materials read and heard.
3. To point children's thinking toward the specific preparations which are possible at the present time for effective co-operation in a postwar program.

Major themes emphasized: 1a, c; 2a, b, c; 3a, b.

Suggested approach:

This unit will follow naturally after Unit IV, probably centering around some such question as: "How can farmers get ready for the time when we must help the warring countries adjust to a peacetime period?"

Suggested procedure and content:

The unit will fall into three sections rather easily, I think: (1) What farmers can do; (2) What the government, or governments, must do; (3) What we can do. Under these sections the following points may be developed along with others which will be suggested by the preceding work and by national and international developments during the coming year:

1. *What farmers can do.*
 - a. Keep themselves well informed as to what is happening in agriculture and world trade.
 - b. Study possible diversifications of crops which they might

undertake, particularly the introduction of such crops as soybeans and new rubber-producing or alcohol-producing plants.

- c. Experiment with, and follow developments in, new uses for present farm products.

- d. Give careful attention to the conservation of their soil.

Note: The unit on Soil Conservation outlined in section III might be introduced here, or it might be brought in as a Minor Unit under Major Unit I.

- e. Organize with other farmers in such local groups as co-operatives and planning committees, and in such state and national groups as the Grange, the Farm Bureau, the Farmer's Union, and new ones which may be formed, to work toward fair parity, tariff, labor, and trade adjustments.

2. What the government must do.

- a. Study the problems of American farmers and try to work out plans which will give them incomes and privileges equal to those of industrial workers.

- b. Study the problems of international trade and work out means of adjustment fair to both American farmers and those of other lands.

- c. Set up an organization which will guide and advise farmers in a practical and definite program.

- d. Provide national funds, if needed, for working out a national and international program, but allow the farmer to "pay his own way" to whatever extent is just.

3. What we can do.

- a. Develop habits of saving, and of using wisely, food, manufactured goods, and money.

- b. Cultivate good health habits in order to be strong, healthy workers.

- c. Remain in school as long as possible and learn all we can to help us become intelligent, efficient farmers or workers in other occupations.

- d. Study specific subjects which will help us be ready to join in the activities of the postwar period, as for example: current events, agriculture, home economics, economics, world geography.

- e. Keep up with the times by reading current events magazines, newspapers, farm magazines, government pamphlets, and the publications of farmers' organizations; by listening to news and agricultural radio broadcasts; and by talking over problems with farmers and with other people.
- f. Think about the information and opinions we read and hear, and try to form sound conclusions.
- g. Co-operate, in every way we can, in the effort to bring about a fair distribution of farm products to all the peoples of the world.

V. TENTATIVE SUGGESTIONS FOR THE COMMUNITY YEAR *

Major themes emphasized:

1. Man's constant effort, through the ages, to improve adjustments among human beings.
2. Interdependence, both economic and social, throughout the world.
3. Man as a transformer of raw materials and distributor of manufactured products.

Social studies aspects emphasized in the Primary Group:

1. The neighborhood and its community institutions and helpers.
2. A near-by village—its institutions and helpers.
3. A near-by city—its institutions and helpers.
4. Communications.
5. Clothing; sources of various fibers.
6. Lands our parents came from.

* Adapted from:

Dunn, Fannie W., and Bathurst, Effie G. *Social Studies for Rural Schools: Guide and General Outline*, pp. 7-21. New York: Teachers College, Columbia University, 1932.

Science aspects emphasized in the Primary Group:

1. The sky; the stars.
2. The air; how it moves; the wind.

Social studies aspects emphasized in the Middle Group:

1. Our homeland; its manufacture and trade.
 - a. The home region—town, county, state, section.
 - b. The United States, with special attention to mining, manufacturing, and trade.
 - c. The industrial East and the larger cities.
 - d. World regions important in the production of the raw materials or the finished product of clothing.
 - e. The history of machines, as related to manufacturing.
 - f. A detailed study of fibers; the history of weaving.

Science aspects emphasized in the Middle Group:

1. Sun; stars; moon; the sun's family.
2. The earth; how it moves.
3. How the plants and animals of the earth have changed.
4. How man uses energy or power.

Social studies aspects emphasized in the Upper Group:

1. Interdependence among the nations.
 - a. Industrial and commercial growth of the United States; how it compares with that of Europe.
 - b. Geographic factors influencing industrial and commercial growth.
 - c. Industrial nations in other lands.
 - d. The relations between the industrial nations and other nations.
 - e. The relations between the United States and other industrial nations.
 - f. The industrial and political conflict between the North and the South leading to the War Between the States.

Science aspects emphasized in the Upper Group:

1. Stars; the universe; ancient peoples and the stars.
2. Heat and light from the sun.

3. Other sources of energy which man utilizes.
4. The conservation of oil, coal, water, and other energy resources.
5. Steam and gas engines.
6. Electricity; how it is manufactured for energy and light.

VI. READING MATERIALS

Books Now Owned by the School, Useful in Farm Units

Beaty, John Y.	<i>Story Pictures of Farm Foods.</i>	(Gr. 4-6)
Beauchamp, Wilbur.	<i>Discovering Our World, Books I, II, and III.</i>	(Gr. 4-7)
Carpenter, F. G.	<i>How the World Is Fed.</i>	(Gr. 5-7)
Davis, Dorothea.	<i>How the World Supports Man.</i>	(Gr. 6-8)
Dopp, Katherine.	<i>Early Cave Men.</i>	(Gr. 3-5)
Dopp, Katherine.	<i>Early Farmers.</i>	(Gr. 4-5)
Hanna, Paul.	<i>Ten Communities.</i>	(Gr. 4-6)
Hanna, Paul.	<i>Without Machinery.</i>	(Gr. 3-5)
Hardwick, M. T.	<i>A Story of Milk.</i>	(Gr. 1-3)
Kingsley, Charles.	<i>Water Babies.</i>	(Gr. 4-6)
McIntosh, D. C.	<i>First Problems in Agriculture</i>	(Gr. 7-8)
Miller, Jane.	<i>Dean and Don at the Dairy.</i>	(Gr. 1-3)
Packard, Sinnott, Overton.	<i>The Nations at Work.</i>	(Gr. 7-8)
	<i>Pilgrim Stories.</i>	(Gr. 3-6)
Tappan, E. M.	<i>The Farmer and His Friends.</i>	(Gr. 5-6)
	<i>World Almanac, 1942.</i>	
	<i>Yearbook of Agriculture, 1939.</i>	

Miscellaneous readers—See Rue Indexes for materials on farm life in them.

Farm and household magazines brought by the children.

U. S. Department of Agriculture Bulletins borrowed from the fathers or ordered from Washington.

BOOKS TO BE ORDERED (\$50 available).

Agnew, Kate E.	<i>Baby Animals on the Farm.</i> (Gr. 1-3)	\$.76
	World Book Company, 1933.	
Alessios, Alison.	<i>Round the Mulberry Hill.</i> (Gr. 4-5)	1.75
	Longmans, 1939.	
Allen, Adam.	<i>Dynamo Farm.</i> Lippincott, (Gr. 7-9)	2.00
	1942.	
Andersen, Homer P.	<i>Your Career in Agriculture.</i> (Gr. 7-8)	2.00
	Dutton, 1940.	
Arey, Charles.	<i>Science Experiences for (Gr. 3-8)</i> <i>Elementary Schools.</i> Teachers College, 1942.	.60
Atchinson, Elison.	<i>Across Seven Seas to Seven Continents.</i> Bobbs-Merrill, 1937.	.84
Atchinson, Elison.	<i>America by Plane and Train.</i> Bobbs-Merrill, 1937.	.96
Atchinson, Elison.	<i>Europe the Great Trader.</i> (Gr. 6-8)	1.04
	Bobbs-Merrill, 1939.	
Atwood, Wallace W.	<i>The World at Work.</i> Ginn, (Gr. 7-8)	1.62
	1931.	
Beaty, J. Y.	<i>Story Pictures of Farm Animals.</i> Beckley-Cardy, 1940.	.72
Beaty, J. Y.	<i>Story Pictures of Farm Work.</i> Beckley-Cardy, 1940.	.72
Beaty, J. Y.	<i>On Our Farm.</i> Saalfield, (Gr. 1-2)	.10
	1932.	
Brigham, Albert P.	<i>How the World Lives and Works.</i> Appleton-Century, 1933	1.55
Bruner, Herbert.	<i>Social Studies.</i> Charles E. Merrill, 1936.	1.08

Building America. Americana Corporation.	(Gr. 4-8)	
Food.		.30
We Consumers.		.30
Our Farmers.		.30
America and Foreign Trade.		.30
America Singing.		.30
Cooper, Martin.	The United States at Work. (Gr. 7-8)	1.59
	Heath.	
Duncan, Marion.	On the Farm. David Mc-	.50
	Kay, 1940.	
Du Puy, N. A.	Our Plant Friends and Foes. Winston, 1941.	1.00
Gardner, James.	On the Farm. Woolworth	.10
	Store.	
Gould, Dorothy.	Very First Garden. Oxford,	.50
	1943.	
Hanna, Paul.	This Useful World. Scott,	1.07
	Foresman, 1941.	
Howard, E. K.	How We Get Our Food. (Gr. 3-4)	.88
	Harcourt, 1939.	
Lawson, James G.	Farm Animals. Woolworth	.10
	Store.	
Lenshi, Lois.	The Little Farm. Oxford,	.75
	1942.	
Lent, Henry.	Grindstone Farm. Macmil-	1.75
	lan, 1935.	
Lent, Henry.	The Farmer. Macmillan,	.35
	1937.	
McConnell, Wallace R.	Living in Country and City. (Gr. 3-5)	.92
	Rand, McNally, 1937.	
McConnell, Wallace R.	The United States in the Modern World. Rand Mc-	1.37
	Nally, 1934.	
McIntire, Alta.	Milk. Follett, 1936. (Gr. 4-6)	.60

Mason, Meriam.	<i>Smiling Hill Farm.</i> Ginn, (Gr. 5-8)	.60
	1937.	
Miller, Jane.	<i>To Market We Go.</i> Houghton, 1935.	.68
Perry, Josephine.	<i>Milk Production.</i> Longmans, 1938.	1.50
Petersham, Maude.	<i>Story Book of Foods from the Field.</i> Winston, 1936.	2.50
Picture Fact Books.	<i>Farm Workers.</i> Harper, 1939.	.80
Ross, M. I.	<i>Morgan's Fourth Son.</i> Harper, 1940.	2.00
Rugg, Harold.	<i>Man at Work.</i> Ginn, 1937. (Gr. 5-7)	1.20
Smith, Nila B.	<i>In City and Country.</i> Silver Burdett, 1935.	.64
Tippett, James S.	<i>The Singing Farmer.</i> World Book, 1927.	.68
Tubbs, Eston.	<i>Living Together on the Farm, and in a Village.</i> Davis, 1942.	2.00
Waugh, Dorothy.	<i>Warm Earth.</i> Oxford, 1943. (Gr. 3-6)	1.00
Webster, Hanson.	<i>What the World Eats.</i> Houghton, 1938.	.92
Wilson, Howard.	<i>Living in the Age of Machines.</i> American Book, 1937.	1.48
Wilson, Howard.	<i>Richer Ways of Living.</i> American Book, 1938	1.52
Zirbes, Laura.	<i>Book of Pets.</i> Keystone View Company.	.57
	<i>Workers.</i> Keystone View Company.	.57
	<i>World Almanac, 1943.</i> New York World-Telegram.	.50
<i>Yearbook of Agriculture 1940.</i> U. S. Department of Agriculture	(Gr. 7-8)	1.50

Total cost \$50.38

FREE MATERIALS TO BE ORDERED.

Consumer's Guide from U. S. Department of Agriculture.

Miscellaneous bulletins from the State Agricultural College and U. S. Department of Agriculture.

Dairying materials from the Philadelphia Dairy Council.

Samples of reading materials concerning the Sloan Foundation experiment on foods, from the University of Kentucky, Lexington, Kentucky.

Others, as we discover sources.

TEACHER'S REFERENCE MATERIALS TO BE BORROWED FROM THE STATE LIBRARY..

Burk, Cassie and others. *America's Musical Heritage.* (Laidlaw) *

Cole, Natalie. *Arts in the Classroom.*

Faulkner, Harold. *The American Way of Life.*

Goldstein, Harriet. *Art in Everyday Life.*

Gregg, Harold. *Art for the Schools of America.*

McConathy, Osburne. *Music in Rural Education.* (Silver Burdett) *

Newkirk, Louis. *Integrated Handwork in the Elementary School.*

Perry, Evadna. *Art Adventures with Discarded Materials.*

Perry, Evadna. *Crafts for Fun.*

* To be purchased for use throughout the year.

13 • SHARING AND EVALUATING THE PLANS

THE DAYS SPED BY, each more full than the last. The group conference each morning gave the members of the Rural Section a daily opportunity to discuss problems of common interest, to exchange experiences and suggestions as to materials which might be of use to others, and to follow through an organized study of curriculum making and evaluation. In the afternoons, individuals worked in the section workroom, in the curriculum laboratory, or in the library, on their own projects.

Each member of the section worked also on one of the committee projects agreed upon by the group. The Editorial Committee took notes at the group conferences and edited the material for mimeographing, so that each member of the section might have a well-organized report of the group's discussions to take home with her. The Reports-to-Parents Committee made a careful study of the improvement of school reports. It collected and evaluated the various types of reports available and compiled several recommended forms which teachers might use in their own schools. The Teacher Study-Group Committee organized a suggested plan of work for groups of teachers who would have little other guidance or supervision in their co-operative study.

During the latter part of each afternoon the art and handi-craft workshops were open to members of other sections, and

the teachers of Miss Elden's group experimented with paints and clay, with tools and looms, as enthusiastically as their own pupils might have done. Several who were interested in music joined the Music Section in an informal "melody band" and played tonettes, melody bells, and harmonicas with youthful absorption. These recreational activities, combined with picnics, luncheons, sightseeing trips, and theater parties, gave the teachers social contacts and relaxation which balanced the intensive hours of work on their individual and committee projects.

Almost before they knew it, the last week of the workshop had arrived. At the Monday conference Miss Elden said, "The three committee reports will be mimeographed for you by tomorrow, and a number of the individual projects are in. I think it will be valuable for us to spend the rest of the week going over them together and discussing how you can carry over the various activities which you have begun in the workshop into your teaching and study this coming year. After I have looked over each individual project, I will leave it here on the table, and you are welcome to read as many of them as you wish. I would especially like to have you read Miss Lee's plan for her work for the year because, as you remember, hers is the only one introducing the grouping plan in all three levels of the school.

"For the last two days' conferences of our section I have invited the county superintendents to join us. I have especially urged your own to be present, but I think several others who are interested in curriculum improvement may come, too. Which reports do you think would be most appropriate for them to hear?"

The group agreed that discussion of your project would give the superintendents the most complete understanding of the way in which the grouping plan might operate in a one-

room school, and that the report of the Teacher Study-Group Committee should be presented for their criticism. The rest of the projects and reports were scheduled for the intervening days, and the week's work began.

On Thursday morning Miss Elden distributed mimeographed copies of the introductory pages of your project and a list of the vertical and group units which you had worked out as the tentative content of the year's work. She gave a short summary of the principles and provisions of the Dunn-Bathurst plan and then turned to you. "Will you tell first what you did in Riverside School last year, so that we will see why your children and your community are ready for the introduction of the full plan, and then go on with your discussion?"

You told briefly the story of the changes which had taken place in the work of the school and in its interrelations with the community during the preceding year; and finished by citing the problems which you had brought to the workshop. "I hoped, too," you added, "to plan some units of work carrying on from what we had begun last year, in which several grades or even the whole school might work together. But I did not have any conception of the possibility of working out such a plan of grouping as Miss Elden has just described. When she told us about it, I began to see that such an organized plan of grouping and rotation insured a more orderly and related series of experiences for the children than the haphazard method which we had been using. It seemed the natural next step for us to take, and after I had talked it over with Mr. Gray, I went ahead with tentative plans for a year's work organized around the farm as a center."

Then you went through the units which you had outlined, sketching in objectives, approaches, points for discussion, and activities, for the benefit of the superintendents who had not had an opportunity to read your full plan. "I will be glad to

have your comments and criticisms on it," you finished, "because, while I adapted it as well as I could to the capacities, experiences, and needs of my pupils, it is only tentative. I am sure there are many aspects in which you could help me to improve it."

One of the superintendents spoke first. "This seems such a comprehensive plan," she said. "Do you think you can cover it all in one year?"

"Frankly, I don't know," you went on. "I did set up estimates, as you notice, of the number of weeks which we might spend on each unit, but they are merely a safeguard to keep me from planning a great deal more than we could possibly have time for. Last year I never seemed to get all the values out of the many interests which we developed; so I have tried here to keep the number of units to a fairly low minimum and to allow plenty of time for each one. I want to have time to pursue each interest as far as seems worth while. Some may develop more valuable phases than I expect; others may not be so stimulating to the children as they have been to me and may be worth less time than I have estimated. In some instances I may have to extend the budgeted time. Again, I may just have to judge, when the time comes, whether to bring a unit which doesn't seem to 'click' to an early close, or to stimulate—by further questions or a new approach—a more extensive consideration of the topic than the children would give to it unaided. It is impossible for me to tell, now. But if we do not use all these units or activities, we shall have them as a reservoir two years from now, when we have our next Home Year."

"Miss Lee," Miss Elden said, "perhaps we should review a bit, for the sake of our visitors."

You nodded gratefully. "Would you, please?"

"We have had to spend quite a bit of time in our section

conferences on this matter of 'covering' a specified amount of subject matter," Miss Eilden explained. "These teachers had been working under the old course of study written for graded schools and had acquired almost a feeling of guilt if they did not cover everything which was set out there for each grade. But in a one-room school it was *impossible* to cover all the material outlined without sacrificing the life-experiences and the interests of the children, and the need of a new type of curriculum plan for these schools was apparent.

"In the grouping-rotation plan which Miss Lee is initiating in her school the emphasis is placed, not on the subject matter to be covered, but on the development of a broader, deeper understanding, on the part of the children, of the interrelations between their own everyday experiences—at home, on the farm, in the community—and the experiences of those in the larger communities of their county, their state, their nation, and the world. The children's own active quest for information is stimulated by an approach through their own background of experiences and interests. Each teacher must make her preliminary selections of units in the light of her knowledge of her children, her community, and what has been done in her school previously—as Miss Lee has done. These selections and the activities which she has planned around them can only be *tentative*, both as to quantity and as to their possibilities for developing the large themes and the objectives which she has set up as her guides.

"Excuse me, Miss Lee, I didn't mean to give a lecture! But I do want our visitors to understand clearly why your plans are so flexible. Please go on with the discussion."

Another teacher raised the next question. "I didn't see any place on your daily program for teaching health," she said. "How do you plan to include that?"

"We did not have any formal health class last year," you

answered. "Diet was discussed in connection with our hot lunch, and a great deal of time was spent in finding out the vitamin content of foods and in planning both our school lunches and our home meals in the light of what we found. The mothers and children are working together this summer to store and can vegetables and fruits for the school lunches next year, and our work on diet will continue. Personal and schoolroom cleanliness was related to our committee responsibilities. Temperature control, air humidity, and many other learnings of that kind came out of the children's care of the heating and ventilation of the schoolroom. As we live together in school, there are numerous opportunities for health lessons.

"Many of the units listed here offer opportunities also. The proper location of outdoor toilets in relation to the well and the house can be taught as we lay out our model farm; the importance of cleanliness and of proper food can be studied when we consider pets, dairy cows, and the raising of poultry. Safety lessons can be developed in caring for the stove, through the excursions we take, and through the study of the transportation of our products to market. I feel that such teaching of health and safety, in relation to actual situations which the children are experiencing, is more effective than separate classes in health."

"But how about the state examination in health and safety?" one of the teachers objected. "Don't children need preparation for that?"

"My eighth graders didn't have any trouble with it last year," you replied. "I checked over the course of study toward the end of the year, and found that we had covered more than it required in the matter of foods, and had covered everything else adequately except first aid. Some of the girls in the out-of-school group had been taking a first-aid course in Springville; so I asked them to come in, and they worked with us

for a few days in the upper grade language period. The children enjoyed having them for teachers and learned the essential rules and a few types of simple bandages very easily and quickly. They read the first-aid manual which one of the girls loaned us and practiced bandages among themselves, and they had no difficulty with the examination."

"While we are talking about state examinations," one of the superintendents broke in, "how do you plan to cover the necessary history and geography for the eighth graders by these farm units?"

You reviewed the units for the Upper Gorup, pointing out the history and geography related to each one. "I checked these with the course of study, and the geography is completely covered. The history is not so complete and is not sequential. I think it would be a good idea to give the eighth grade a sort of pretest on history during the last month, and then if they need to do some reviewing I can give them special time for that. The examinations the past two years have laid more stress on current events, though, and the children will be well prepared for that through our 'Keeping up with the Times' unit."

"How will you get in the necessary grammar?" another superintendent asked.

"The examinations do not require much use of technical terms except the recognition of subject and predicate and the names of the parts of speech," you answered. "My children seemed to be able to master those easily enough, but their usage was very poor. They *knew* the correct forms and could mark them correctly in tests, but they had bad habits of speech. I tried to give them more opportunity to talk before a group, and to use oral English. At first, before they developed ease in speaking, I didn't correct them, but soon we began to discuss ways of improving what we said, and to guard against

errors. We used some drill exercises, but most of our improvement came through a greater consciousness of correct speech, through learning to *hear* the difference between right and wrong forms, and through plenty of practice in speaking.

"We worked at well-formed sentences in the same way, and then carried the method over into our written work. From first grade up we composed sentences co-operatively, then paragraphs, then diaries and stories. And we all used English workbooks when we needed practice on any special point. But I really think that grammar is learned more easily and remembered better when it is applied in telling or writing something which is important enough to the child to make him *want* it correct. Our preparations for the Open House programs last year gave us the best motivation for good English."

"But wouldn't these children have trouble in transferring to a school where the regular course of study was followed grade by grade?" one of them asked.

You hesitated. "Yes, I suppose they might," you said. "We have such a stable group in our community that most of the children go right through Riverside School. But I think there is always some adjustment necessary when a child moves from school to school."

"Would it make so much difference, anyway," one of the teachers asked, "if the child was up to his grade level in the tool subjects, especially in reading? Couldn't he catch up individually on the textbook history or geography which he had missed?"

The group seemed to agree, and the superintendent who had raised the former question asked a second. "By the way," he said, "how *are* you taking care of the fundamentals in this plan of yours?"

"Briefly, the primary reading will be carried on through the use of basic and supplementary readers as it is in most schools,"

you began; "but experience stories related to the farm and to other current interests will be used to introduce and supplement the book work. The primary children will also read informational materials, individually, at their own levels. Discussion, the composing of experience stories in connection with the core curriculum, and the use of the *Weekly Reader* will help to develop both reading and language. Pleasure reading will be done in seatwork periods and at home, and will be discussed and shared in language periods.

"The middle grades will have basic reading, also, but on a more individual plan, with occasional periods for sharing stories with each other. Their informational reading will be largely related to the core curriculum and current events. Both they and the upper group will include time for pleasure reading in their individual daily plans, and the whole school will get together at intervals to share and recommend books from the state library collection which we get each month.

"Our arithmetic classes will be held in one long period, with each child working at his own level and pace. Each one keeps a progress chart of his own achievements, and there is no competition with others except in the drill games which we play once in a while. I will spend the class time working with individuals, or will bring together a group which needs help on the same topic. Several of the units of the core curriculum involve considerable arithmetic, and that will be largely socialized work.

"In spelling each child will work at his own pace, in his workbook. But we will keep word lists, growing out of our written work in the units and in language classes. Each child will be encouraged to learn to spell the words which he uses in such writing, but he will not be tested upon them unless they also occur in his workbook list.

"Our method of working on the mechanics of English has

been discussed here today. All of our tool-subject work will be largely individualized, except as a group needs to work together on some skill which contributes to a group purpose."

"Do you think you have allowed enough time for first grade reading on your daily program?" one of the teachers asked. "I seem to need three periods a day for mine."

"Of course so much depends upon the ability and maturity of the children when they enter," you said in reply. "I may have to allow more time than I have planned, after I have met the beginners. But last year I found that the first graders learned so much from the second and third graders, after I began combining the three grades for some work, that their reading advanced very rapidly. That seems to me one of the great advantages of this plan of grouping the three grades for language and social studies. The discussions and the building of experience stories give the first graders a wide range of language experiences, and they are stimulated and helped in their reading by the older children in the group."

"But don't the older children monopolize the discussions," a superintendent asked, "especially when you have all the grades together in one of these vertical units?"

"At first I had a little trouble with that last year," you agreed. "But I talked with the older children one day, after the younger ones had gone outdoors, and asked them to help the younger children to learn to talk in the large group, and to encourage them to contribute their ideas. I had to remind them sometimes; but often the little ones had very good suggestions to make about group projects, and soon the older children began to respect their contributions. They often acted as helpers with the younger children's activities, too, and they took a kind of pride in watching them develop independence and self-assurance in the schoolroom and playground activities."

"In your 'Keeping up with the Times' unit do you plan to use the radio in school?" one of the teachers asked. "We used to listen to the noon news broadcast and have our current events discussion while we ate lunch."

"We do not have electricity in the school," you answered, "and we were not able to get a battery radio to use regularly. One of the out-of-school boys used to bring one for our evening recreational meetings, and I borrowed it a few times for special broadcasts. I often wished we could have one in the school, especially for music appreciation. We had no facilities at all for that."

"Yes, I noticed that you have very few music activities in your plans," another teacher commented. "Don't you think your children need more music?"

"I know they do," you exclaimed, "but I just can't give it to them! We have no piano or phonograph, and I have had very little training in music. We sing every day for a few minutes before we go home, but we have to stick pretty closely to the old favorites. Music was one of the things I had listed as a problem to work on this summer, and Miss Elden arranged for me to have some help from the Music Section, with rhythms and other activities. But I've been so busy with the work on my plans that I have spent only a little time on music. This week I've been working on it a bit, and I've found one very good book, *America's Musical Heritage*,* which is simple and which will help me relate some music activities to our history work. But I hope to come back to the workshop next summer and concentrate on improving my knowledge of music and on setting up some plans for music activities at Riverside. I think I can interest the school board in buying a phonograph, and we can borrow records from the state library."

* Burk, Cassie, and others. *America's Musical Heritage*. New York: Laidlaw Brothers, 1942. 368 pp. \$1.14.

"We had a lot of fun working out a spring festival called 'America Sings' this year," the teacher who had asked the question added. "We used folk songs of various parts of the country such as Negro spirituals, Stephen Foster's songs, cowboy songs, and so on. I noticed that you had planned to do cowboy songs in connection with your herding unit. You will find that the children hear a great many of them on the radio, and that it is one kind of music the boys really enjoy participating in."

"My boys learned some of the South African veldt songs from the radio," another teacher volunteered, "and we compared them with American cowboy songs and with the Gauchos' songs of South America. They took more interest in music than they had ever shown before."

"As we study each country in geography, we try to learn about the people's leisure-time activities," another offered. "We find out about their songs, their dances, and their games, and try doing some of them. This spring we did a Latin American *fiesta* called *Under the Southern Stars** which was very attractive and gave the children a great deal of information and many kinds of art, music, and handwork activities."

"Thank you for these suggestions," you said. "We do need more music activities of every kind in Riverside community. Have any other members of the section, who have read the plans, comments which they wish to make?"

"I am glad to have these suggestions offered," Miss Elden interposed. "but I think all of you must be careful not to go back to your schools and initiate such projects without taking your children into the planning. The large framework of the curriculum you must control, in order to provide an orderly and balanced series of learnings. But the activities which make

* *Labastille, Irma. Under the Southern Stars.* New York: Silver Burdett Company, 1941. 18 pp.

up the daily progression of learnings should not be merely ideas which you have collected, but should have their roots in the on-going experiences and interests of the children. They, too, should engage in the initiating and planning of their own activities."

"I have been wondering how to co-ordinate one interest of my children with this large over-all plan," one of the teachers broke in. "Our school is near an air training field, and the planes fly over constantly. The children are fascinated with them. They talk airplanes, draw airplanes, and make models endlessly. Many of their fathers helped to build the field, and their homes are near it. How can I utilize this interest, in our work in the Home Year for example?"

"The *whole* program of the school need not be restricted to the core curriculum," Miss Elden warned. "Other interests and activities must have their place, also. In your case, since the children have already learned the superficial things about airplanes and have done handwork independently, it would probably not be profitable to them to carry on an intensive unit on the subject. But you could do a great deal to make their knowledge more accurate and to help them get a clearer conception of the rôle which aviation may play in our future lives. I would suggest finding scientifically correct books for them to read, discussing the physical phases of aeronautics and its history, studying the new world maps which show polar air routes, and exploring together the possibilities of aviation for civilian use in future travel and trade.

"In the Home Year much of this would augment the development of the three large themes which are emphasized in that year: man's adjustment to nature and to other human beings, the dependence of the present upon the past, and man as a consumer and user of goods and services. This work would also contribute to the children's appreciation of the growing

interdependence of nations brought about by improved transportation and communication."

"But I don't know enough about aeronautics to teach them anything of value," the teacher protested.

Miss Elden smiled at her. "You don't have to do the teaching," she said; "let the children teach you. Find out what they know, get their questions, and then learn the answers together, from the reading materials which you secure. If these materials don't answer your questions satisfactorily, get someone at the airfield to come to the school and help you. You will find it a rich experience to work with the children as a companion learner. Don't let your feeling of inadequacy interfere with following up this important field of your children's interests."

"Are there other questions?" you asked when Miss Elden had finished.

"One thing is still bothering me," a teacher said. "It is the lack of reading materials. I'm afraid that my children won't be kept busy with the amount we have."

You nodded sympathetically. "That was a problem which bothered me very seriously last year," you said. "I solved it to some extent by borrowing books from the state library. But I didn't know what books to ask for and didn't always find all the good materials in those which I had. I have found the Rue Indexes (18, 19) very helpful this summer. They have directed my attention to materials in a number of books (such as single copies of readers) which I would have missed otherwise. Miss Smith and Miss Engen and I have decided to buy them co-operatively so we can always have access to them. This will help us to make better use of what we already have in the way of books. But I am very grateful to have the fifty dollars which my school board is allowing me for additional reading materials. I have been able to examine almost all of the books

which I am ordering, here in the college library. They, with the books already in the school and the new encyclopedia which was purchased last year, will make a very usable supply of materials for our new program. I think it *could* be carried on with less, but a great deal of time would have to be allotted for sharing books by reading aloud, and less ground could be covered."

"One of the things which you will all need to do in your communities," Miss Elden added, "is to help your school boards to realize that you can no more do a good piece of work with inadequate tools than they could do on their farms. A single textbook for each child is as inadequate for well-rounded teaching as a hand cultivator would be for a fifty-acre field of corn. You must convince your community that the school needs as modern equipment as an up-to-date farm."

Mr. Gray spoke for the first time. "I think Miss Lee was a little too reticent in the summary she gave at the beginning of the hour about the way in which she convinced *her* community and gained its approval of her work at Riverside School," he said. "You have probably discussed the subject in your section conferences, but I believe the other superintendents would be interested in it. They often have to defend a teacher who makes changes before the community understands what she is doing."

You smiled at Mr. Gray. "Yes, we have spent a great deal of time discussing that in our conferences. Most of us have had criticisms from our communities because we moved ahead too fast. We have all shared with each other the ways which we have found successful in bringing the community into the school." You went on to give a short summary of the early attitude of Riverside community toward "playing in school" and of other criticisms and questions which had been raised by the parents or the school board. Then you related the inci-

dents and activities which had helped to build understanding and participation on the part of the community.

"I have Mr. Gray to thank for some of their co-operation, too," you finished. "He stood behind me all the way through, and his contribution in one of the Open House meetings got us our encyclopedia and did a great deal to enlist the school board's support of our work. Now I feel fairly free to go ahead with innovations—for example, letting the primary children work on their model farm outdoors during school hours. Last fall that would have been questioned, but now the parents and the school board have confidence in our ability to work informally, and they will recognize that we have some worthwhile purpose in what we are doing. But we will take pains to continue to invite them to drop in during our work periods so that they can see for themselves that the children *are* working purposefully, and do have my supervision even though they are not in the schoolroom. The children have grown step by step to the place where they can be entrusted with such freedom, and the community has grown *with* us step by step in its understanding."

Miss Elden rose. "That is all the time we have today. If there are more questions you wish to ask Miss Lee, I am sure she will be glad to talk with you individually. Tomorrow we will have the report of the Teacher Study-Group Committee. Thank you, Miss Lee, for your good report today, and good luck to you and to the new plan in Riverside School!"

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* These books and articles are referred to by number in the text.

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- b. *Guide and General Outline*.
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TEACHERS' QUESTIONS ANSWERED BY THIS BOOK

This book is based upon nearly 500 questions which were asked of the author by about 100 rural teachers in Minnesota, North Carolina, Pennsylvania, and Vermont. The following county superintendents distributed the author's request sheets to some of their representative teachers:

Miss Clarissa Bergquist, Becker County, Minnesota

Charles H. Boehm, Bucks County, Pennsylvania

E. H. Compton, Lake County, Minnesota

Mrs. Clara B. Hicks, Columbus County Negro Schools, North Carolina

Dr. A. John Holden, Caledonia Central Supervisory Union, Vermont

John P. Karpen, Dakota County, Minnesota

Robert A. Scott, Hennepin County, Minnesota

A. C. Stapleton, Beltrami County, Minnesota

Miss Louise Swenson, Carlton County, Minnesota

The teachers were requested to submit the five questions on rural school teaching which they most desired to have answered. In this appendix are grouped what the author feels to be the most significant of the questions asked, together with references to the pages in this book on which they are partially or wholly answered.

CHILD GUIDANCE

I. Studying Children's Abilities, Interests, and Needs

1. How can a teacher effectively study her children when she has so many different age levels? 5-18, 35-37, 63-83, 163-170

2. How can she record her observations so they will be helpful in her teaching? 6-18, 59-60, 63
3. Please suggest ways of applying the teacher's observation to make it meaningful. 18, 35-37, 59-62, 74-83, 107-109, 163-172, 181-183, 195-199, 241-251

II. Adjusting Schoolroom Organization and Procedures to Individual Needs

1. Should children just entering school be given more freedom in the schoolroom than other children? 14, 16-18, 41-43, 63-66
2. How should a spoiled child just entering school be treated by the teacher and by his associates? (Donny) 43, 65-66, 123-124
3. How can primary children be given the help and supervision they need, when the teacher has several other grades? 22-23, 39-45, 52, 76-83, 122-124, 210-212, 224-225, 250, 254, 257-267
4. How should over-age children be handled in order to hold their interest in school and to give them a feeling of success? (Freddie and Elmer) 5-12; (John) 13-14, 20-22, 35-37, 48-52, 67, 69-70, 72-73
5. When you have a bright child in a one-room school, should you let him assist you in helping the slow children and the younger children? (Christine) 5-8, 23, 27, 41, 67-68, 87-88
6. What are some ways of bringing out a child's initiative, individuality, and originality? 5-13, 45-50, 74-83, 89-90, 100-104, 111-116
7. How can I best plan my work to meet the needs of the individual children when their abilities are more varied than in most groups? 63-83, 177-183, 208-214, 244-289

III. Meeting Behavior Problems

1. How can a teacher use the enthusiasm of children without stifling it if the situation calls for its curbing at the moment? 20-27, 34-35, 45-48, 92-95, 127-129, 158-160

2. Why are elementary girls so hard to control? How can I help them to become more interested and attentive? 16-17, 20, 30-33, 45-48, 55-56, 57-59, 63-83, 86-87, 110-111, 120-122
3. How can one discriminate between fatigue and lack of interest? 6, 10-13, 75-83, 137
4. Is it proper to punish children for inattention? 5-6, 35-37, 65, 72-73
5. How can I create such a schoolroom atmosphere that each child controls himself, not from fear but from a sense of responsibility? 19-62, 92-94, 110-124, 138-144

IV. Developing Social Adjustment and Character Growth

1. How may I help my children to become better members of a group and to have consideration for others? 5-16, 25-27, 29, 34-37, 57-59, 77-79, 181-184, 299-300
2. Please suggest ways of developing whole-room co-operation in as many kinds of activities as possible. 38-62, 84-109, 110-133, 163-168, 229-231, 244-257
3. What are reasonable stages in developing pupil responsibility for school management? How long should one expect the various stages to take? 29, 48, 100-106, 167-168, 246-250
4. How can I help children who are always followers, never leaders, in the group? 9-10, 31-32, 64-65, 79-80
5. How can children be taught to evaluate their own work honestly? 34-35, 157-158, 242

V. Improving Health and Personal Care

1. What can be done to help children understand that it is important for them to be clean and neat? 12-13, 67-68, 102, 108, 130-132
2. Is a regular health class or incidental teaching the better way to develop good health habits? 52-54, 81-87, 100-106, 130-132, 294-296
3. How can undernourished children be cared for when

there is no place for cooking in our school? 81-87, 95-96, 98, 100-106

4. What can be done for children who have physical defects not cared for by the parents? 82-83, 130-132

VI. Guiding Children for the Future. *See also* School-Community Relationships, pages 323-324

1. How can we best prepare our pupils to live in the changed world which this war is certain to bring about? 110-116, 167-170, 230-231, 233-234, 239-240, 281-283
2. How can a teacher help children to develop progressive attitudes in a community where the older people are extremely conservative? 132-143, 181-184, 244-255
3. Do you think personnel work and vocational guidance are essential for children? 134-139, 157-158, 181-183, 242-244

ORGANIZATION AND EQUIPMENT OF THE RURAL SCHOOL
See Chapters II-III, V-VIII, X, XII

I. The Daily Program

1. How can a well-balanced program be built so as to meet the needs of rural children of all ages? 2, 17, 22-23, 27-29, 41-42, 57-62, 71-72, 76-83, 118-122, 139-148, 171-175
2. How can I organize the school program so that each child may have a fuller part in the planning of the day's activities? 20, 25-27, 30-31, 33-40, 45-57, 177-186, 239-255, 301-303

II. The Teacher's Planning

1. When a teacher has all eight grades, how can she do her planning so as to give each grade sufficient attention? 16-18, 35-37, 59-83, 107-109, 118-119, 139-147, 171-175
2. Can you suggest some ideas and devices for keeping the rest of the room occupied profitably while one is teaching classes? 41-43, 50-52, 77-81; *see also* Child Guidance, II, 1, 3, 5; III, 5

III. Organizing Play Activities

1. Will you please give some good ideas for playground activities for children of so many different ages? 11, 18, 30-31, 36, 40, 61, 64, 75-76, 79-83, 124, 163-169

IV. Report Cards and Promotion

1. Can you give us some suggestions as to better ways of making reports to parents than giving marks in numbers? 6-7, 11-13, 107-109, 157
2. What is your idea of passing children to the next grade when they are not ready for it? 6-7, 68-74, 80-81, 157-158, 212-214

V. Equipment of the Rural School

1. How can we make our schoolrooms more attractive and homelike? 45-48, 94, 106, 110-111, 148-149, 154-155
2. Can an activity program be carried on in a room crowded full of screwed-down seats? 13-14, 19-37, 92-107, 110-160, 234-235
3. How can we get enough books to supply the needs of various grades in reading and in reference work for other subjects? 12, 48-52, 56-58, 68-70, 83, 90-92, 98-100, 106-107, 116-117, 138-148, 234-235, 285-289, 303-305

CURRICULUM ADJUSTMENTS FOR THE ONE-TEACHER SCHOOL

See Chapters II-IV, VI-VII, X-XII

I. Grouping of Grades and of Subjects

1. How can a teacher in a one-room school group her children so as to reduce the number of daily classes and increase the length of each class?
 - a. Grouping two or more grades. 22-24, 35-37, 41-43, 66-68, 142-148, 151-153, 155-156, 171-174, 206-223, 226-233, 255-283, 292-294.
 - b. Grouping all grades together. 27-29, 33-35, 41, 45-48, 92-94, 100-107, 110-116, 128-133, 148-150, 217-223, 244-255

- c. Grouping children rather than grades. 52-62, 66-68, 83-88, 119-123, 127-128, 206-223
2. How can a rural teacher with all grades combine subjects in order to have time for activities? 50-57, 71-72, 80-83, 110-114, 139-148, 176-205, 208-223, 224-258, 274-303

II. Guiding Children's Learning Experiences

- A. By means of an activity program—a series of activities arising out of felt needs of the group and having no pre-determined thread of unity except the objective of developing children's all-round growth.
 1. Is an activity program entirely workable in a one-teacher school? If so, how can it be begun and guided? 13-41, 45-46, 48-59, 76-80, 118, 163, 171-175, 177-180, 186-187, 224-225, 294
 2. Can an activity program be so organized that content material will be adequately covered?
 - a. Social studies. 50-52, 68-72, 80-81, 103-104, 118-122, 127-153, 177-180, 195-199, 209-211, 214-215, 226-240, 294, 296
 - b. Health and safety. 52-54, 81-87, 130-132, 294-296
 - c. Literature. 81, 90-91, 97-99, 106-107, 298
 - d. Science. 80, 102-103, 110-116, 124, 148-149
 3. How can the fundamental skills be developed through an activity program?
 - a. Arithmetic. 27-29, 50, 55, 100, 102-104, 110, 150-151, 266, 298
 - b. Reading. 42-43, 52, 59-60, 66-67, 68-69, 80-81, 90-92, 123, 195-199, 202-203, 297-299
 - c. English. 8-9, 22-27, 33-37, 60-61, 124, 147-149, 171-173, 177-180, 296-299
 4. What contributions can first and second grades make to a school-wide activity? 18, 32, 45-48, 122-124, 246, 250, 254-255, 257-267, 299
 5. Where can I secure detailed information on activities,

and suggestions as to how I may carry them out in my school? 306-313

B. By means of a progression of learning activities, planned within a unifying framework but offering adequate flexibility for the utilization of children's life experiences, for a wide range of activities designed to further the children's well-balanced learning, and for the co-operative planning of day-by-day procedures. (See Chapter XII for a tentative progression of such learning activities.)

1. Is it possible to work out units with six to eight grades successfully? Can this method be used in a crowded situation? 117-122, 138-148, 169-174, 208, 235-238, 244-257
2. How can we carry out successful units in classes consisting of one or two pupils? *See Curriculum Adjustments for the One-Teacher School, I.*
3. Can you suggest various ways of introducing units? 139-140, 147, 244-251, 255-257, 258, 264, 269-270, 281
4. Children like to feel that they have planned a unit. How can indefinite, scattering plans be organized without too much smothering of the original idea? 119-121, 145-146, 169-170, 239-240, 246-250, 252, 255-257, 301-303
5. How can teacher and pupils evaluate the importance of a unit of study and of the procedures involved? 146, 163-174, 185-194, 236-238, 292-305

III. Adjusting Course-of-Study Materials to the Rural School Situation

1. How can a teacher in a one-room school with all grades select wisely from a course of study written for a graded school? 69, 71-72, 102-104, 111-115, 118-122, 130-136, 138-149, 171-174, 191-199, 208-223, 225-232, 236-238, 244-285, 291-303
2. How can children's home and farm life be used as sources of unit activities when we have to follow a required course

of study? 41-43, 45-64, 80-83, 84-116, 119-125, 132-153, 165-166, 210-211, 217-220, 226-231, 233-235, 239-240

TEACHING PROCEDURES

See Chapters II, III, V, VII, VIII, XII

I. In Social Studies

1. How can we bring more real life situations into the school-room? 13-14, 15-18, 19-62, 75-124, 127-160, 226-235, 244-285
2. How can children be led to see the value of knowing the history of our country as a basis for understanding the present? 21, 37, 51-52, 61, 68-69, 70-71, 80-81, 117-122, 127-128, 138-148, 153, 177-180, 242-246, 250-283
3. How can small children join in some social studies activities without taking all the teacher's time? See *Child Guidance*, II; *Curriculum Adjustments for the One-Teacher School*, II, 4.
4. What are some methods of presenting current happenings to pupils in the upper grades, in order to develop understanding without apprehension? 139-142, 244-246, 275-284
5. Please give a social studies outline for all grades if they are grouped in three groups. 207-285

II. In English

1. What are some good ways to improve oral and written English without formal drill and tiresome repetition? See *Curriculum Adjustments for the One-Teacher School*, II, 3c
2. How can we develop more variety in primary language? 22-23, 32, 39, 41-44, 52, 63-68, 75-78, 122-124, 163-165, 210-215, 224-225, 246, 250, 255, 257-267, 299
3. What are some of the ways to teach language effectively when you have several grades and not enough time allotted for each grade? See *Curriculum Adjustments for the One-Teacher School*, I, 1, 2

III. In Arithmetic

1. How can one teach arithmetic individually in a rural school with all grades? 27-29, 60, 298
2. How can one use problems from children's everyday life and experiences? 27-29, 49-50, 55, 100, 103-104, 123-124, 246-250, 266

IV. In Reading

1. Please suggest some activities for the reading readiness period in first grade. 18, 22-24, 27, 32, 36, 41-45
2. How can children be encouraged to do reference reading and how can they learn to do it independently? 48-49, 50-57, 74, 81, 84-160, 244-289

V. In Art, Music, and Science

1. What place should art occupy in a one-room school? 10, 30-33, 45-48, 51-52, 55-59, 92-94, 110-111, 177-180
2. What handicrafts, hobbies, and so on, are usable with little equipment? 18-37, 39-41, 55-59, 98-102, 106, 110, 133, 148, 244-283
3. How is it possible to develop appreciation for music in a rural school when time is so limited? 35, 94, 127-130, 160, 174, 300-301
4. How can nature study and science be correlated with the children's work so that they really enjoy these subjects? 103-115, 119-122, 130-132, 148-153, 177-180, 250-255, 257-261, 263-267, 283-285
5. What experiments in science are possible with the rural school's equipment? 102-103, 111-116, 130-131, 177-180, 250-255, 263-266

SCHOOL-COMMUNITY RELATIONSHIPS

I. Encouraging Community Interest in the School

1. How can a teacher arouse the interest and obtain the co-operation of the community in the activity program? 13-16, 19-41, 43-44, 52-56, 84-89, 92-97, 100, 105-109, 153-154, 210, 224-225, 238, 304-305

2. How much school time should be devoted to preparing for programs and entertainments? 48, 57-62, 84-85, 89-94, 114-116, 128-129, 153-154, 158-160

II. Helping to Build a Community Spirit

1. How can teachers develop a co-operative spirit in a community where the people as a whole seem to stand back? 82-83, 88-90, 95-107, 110-138, 143-144, 148-160, 246-255
2. How can teachers create a brotherly attitude between antagonistic groups in a school community? 16-17, 67-68, 127-130, 136-142, 153-155, 158-160, 180-184, 190-191, 247-250
3. How can the one-teacher school with no auditorium or gymnasium provide a recreation center for the out-of-school youth in its community? 124-128, 136-138, 153-155

